

FORMAL EDUCATION

I. OVERVIEW

This Program Memorandum covers Formal Education, the seventh of the eleven major programs in the statewide program structure.

The overall objective of the Formal Education program is: to maximize each individual's intellectual potential; to contribute to his or her personal development, enhance his or her social effectiveness, and provide the basis for satisfying careers by making available a series of high quality formal education programs; to add to human knowledge by conducting basic and applied research; and to enhance the welfare of the community by offering instruction and other services to the general public.

The Formal Education program is comprised of two principal subprograms--Lower Education and Higher Education. A total of 16 individual lowest-level programs and their associated plans are included in the Multi-Year Program and Financial Plan for the period 2005-2011.

The following State agencies are involved in the Formal Education program: Department of Education (DOE) (6 programs); Public Charter Schools (1 program); Hawaii State Public Library System (1 program); University of Hawaii (UH) (7 programs); and Department of Defense (DOD) (1 program).

Significant relationships among the Formal Education program and private agencies and other jurisdictions will be discussed under the Level II program sections because of their direct relationships. It would suffice to note here that private concerns, e.g., private elementary and secondary schools and colleges, supplement services provided by this program, and various federal agencies provide funding to specific Lower and Higher Education programs.

The major activities of this program include: classroom teaching of students of all ages; tutorials; supervising independent scholarly work; counseling students; operating libraries; conducting basic and applied research in the laboratory and in field; assisting individuals and groups in the community; conducting classes for and making presentations

to the general public; disseminating general and specialized information; and carrying out all of the administrative, logistical, and technical tasks needed to support students, faculty, staff and facilities.

There are a number of developments and trends, which significantly affect the Formal Education program. These include:

- a. Compliance with federal regulations relating to the No Child Left Behind (NCLB) Act of 2001 and continued development and implementation of programs to address educational needs of children with disabilities or children from low-income families.
- b. Implementation of Act 51, SLH 2004, as amended by Act 221, SLH 2004, the Reinventing Education Act of 2004, to enhance Hawaii's public school system.
- c. Demographic changes in the State population, which affect enrollment in DOE and UH systems.
- d. The Felix vs. Cayetano Consent Decree.
- e. Shifts in student demand among academic programs at UH.
- f. Technological changes affecting instructional content and delivery of instructional and other services.
- g. Greater flexibility and autonomy for UH to manage its resources and develop a stronger entrepreneurial approach, provided by Act 115, SLH 1998.

Table I-1 provides actual and estimated expenditures for the 2005-07 fiscal biennium and cost projections for the six-year budget and planning period for the Formal Education program. Total program costs will fluctuate from \$3.2 billion in FY 2005-07 to \$3.1 billion in the proceeding years. Total operating cost will increase from \$3.0 billion in FY 2005-06 to over \$3.1 billion at the end of the budget and planning period in FY 2010-11. It is noted that no capital investment costs are reflected in the planning period because projects are under review.

TABLE I-1
INVESTMENT AND OPERATING COSTS
FORMAL EDUCATION

	Fiscal Years							
	Actual 2003-04	Est. 2004-05	Rec. 2005-06	Rec. 2006-07	2007-08	Projected		
						2008-09	2009-2010	2010-11
A. <u>Cost of the Recommended Program A/</u>								
Capital Investment	140.0	444.9	204.9	179.8	-	-	-	-
Operating B/	2,418.4	2,580.0	2,963.9	3,053.9	3,086.5	3,133.8	3,108.2	3,132.9
Total	2,558.4	3,024.9	3,168.8	3,233.7	3,086.5	3,133.8	3,108.2	3,132.9
B. <u>Selected Measures of Effectiveness/ Activity</u>								
Percentage of schools making adequate yearly progress.	51.6	40	54	68	56	70	84	70
Number of degrees granted as a percentage of freshmen entering University of Hawaii - Manoa four years ago.	74	74	78	78	78	78	78	78

A/ Expenditures in millions of dollars from all funds.

B/ Operating costs do not include any anticipated collective bargaining increases for the budget and planning period.

II. COST AND EFFECTIVENESS OF THE RECOMMENDED PROGRAMS

This section discusses activities, costs and effectiveness of the major Level II programs, which constitute the Formal Education program.

LOWER EDUCATION

General Description of the Program

The basic objective of the Lower Education program is to assure that all children in prescribed school age groups: learn fundamental facts, concepts, and reasoning processes; develop appropriate physical, social, aesthetic, and basic occupational skills; and acquire attitudes and values necessary for successful functioning in society by providing guidance, instruction, training, exposure to learning experiences, and opportunities to mature. In addition, a supplementary objective of the program is to enhance welfare of the community by offering instruction and other services of benefit to the general public. All of these objectives center on the basic goal of helping children as they grow up, by exposing them to different experiences and challenges and to use their minds and bodies for their own benefit and ultimately for good of the community. While most of the activities of the Lower Education program deal with children and adolescents from kindergarten to high school, standards-based instructional programs are also offered to people who want to continue their education after high school, but who are unable to take or uninterested in taking college- or university-level courses.

A total of **nine** lowest-level programs, operated by two departments, make up the Lower Education program. The Board of Education (BOE) is responsible for **eight** programs, while DOD operates one program. The eight programs under BOE are for Public Charter Schools, Libraries, and DOE.

Hawaii has the only single, statewide public school system in the nation. It is governed by a 14-member Board of Education that is empowered by the State Constitution to formulate policy and exercise control over the school system through its chief executive officer, the Superintendent of Education. The Superintendent is supported by a Deputy Superintendent and four Assistant Superintendents, each of whom is responsible for a major staff division (Curriculum, Instruction and

Student Support; Business Services; Human Resources; and Information and Technology). In addition, the Superintendent is assisted by 15 Complex Area Superintendents who are responsible for supervising standards implementation at schools in each complex area.

Hawaii's public school system is among the largest in the nation with a student enrollment of 181,897 in School Year 2004-05. It includes 253 regular, 2 immersion, 3 special, and 27 charter schools or 285 schools in all. Two new regular schools will be opened in School Year 2006-07. The organization of schools by elementary, middle/intermediate, and high school generally follows the pattern used by school districts across the country. The regular curriculum is organized around subject matter areas such as language arts, mathematics, and science. Special instructional help is given to the deaf, blind, orthopedically handicapped, mentally retarded, emotionally disturbed, learning disabled and hospital bound students. Alternative classroom arrangements are provided to students who have difficulty learning in a regular classroom, and specialized assistance is given to students who primarily speak a language other than English and to students who are educationally disadvantaged by virtue of their families' economic condition.

The Charter School Administrative Office manages one program in Lower Education, which provides funding for public charter schools. Each public charter school is governed by its own local school board.

Under provisions of Act 150, SLH 1981, the public libraries were placed under the direct control of the BOE. The State Librarian, under policies established by the BOE, is responsible for the operation of a statewide public library system comprised of 51 libraries.

DOD administers the Hawaii National Guard Youth Challenge Academy which provides non-traditional students ages 16 to 18 a second chance to obtain their high school diploma.

Cost and Effectiveness of the Program

Table II-1 indicates the total annual program costs of the Lower Education program which are expected to fluctuate from a high of \$2,246.6 million to \$2,157.3 million over the budget and planning period. This can be attributed to fluctuations

in projected fixed costs for health insurance and debt service, as well as capital improvement costs. It is noted that no capital investment costs are reflected in the planning period because projects are under review.

TABLE II-1
INVESTMENT AND OPERATING COSTS
LOWER EDUCATION

	Fiscal Years							
	Actual 2003-04	Est. 2004-05	Rec. 2005-06	Rec. 2006-07	2007-08	Projected		2010-11
						2008-09	2009-2010	
A. <u>Cost of the Recommended Program</u> ^{A/}								
Capital Investment	109.2	349.5	105.9	109.8	-	-	-	-
Operating ^{B/}	1,722.5	1,804.5	2,069.2	2,133.8	2,157.3	2,185.2	2,168.8	2,187.3
Total	1,831.7	2,154.0	2,175.1	2,243.6	2,157.3	2,185.2	2,168.8	2,187.3
B. <u>Selected Measures of Effectiveness/ Activity</u>								
Percentage of schools making adequate yearly progress.	51.6	40	54	68	56	70	84	70
Percentage of diploma candidates receiving a diploma through adult education.	24	30	29	29	29	29	29	29
Percentage of week that library services are available.	35	35	35	35	35	35	35	35

A/ Expenditures in millions of dollars from all funds.

B/ Operating costs do not include any anticipated collective
bargaining increases for the budget and planning period.

The operating costs for the Lower Education program are expected to increase from \$2,069.2 million in FY 2005-06 to \$2,187.3 million in FY 2010-11. Expenditures for personal services, equipment, motor vehicles and other current expenses are included in the operating costs. The increases reflect increases in costs for health insurance and debt service, to meet requirements of NCLB, and workload increases due to opening of additional school facilities. However, it does not include any anticipated collective bargaining salary increases or other pay increases for the planning period.

Presently, 84 percent of the operating costs are supported by the State General Fund. Special funds, derived from the school lunch program, adult education and summer school classes, comprise 2.2 percent of the costs, and federal funds in the form of formula and discretionary grants make up 12.8 percent of operating costs of the Lower Education program.

DOE receives two major types of federal grants--block grants and categorical grants. Block grants are made generally to State or local communities according to a formula such as population, unemployment figures, or other socio-economic factors. There is greater flexibility in use of these funds as long as they are applied to the overall purposes for which they were appropriated. Categorical or discretionary grants are competitive grants that are awarded for specific projects or delivery of specific services. These grants vary in duration and there is no assurance of continuing funds beyond the grant period.

Capital investment costs for the program fluctuate from year to year to coincide with acquisition of land and design and construction of schools, libraries and other facilities. It is projected that the number of school facilities will increase during the budget and planning period due to new or expanded housing projects, which will increase the school-age populations of some localities. Permanent facilities are constructed where conditions warrant them and DOE will continue to accommodate temporary fluctuations in enrollments through use of portable classrooms.

Currently, the percentage of schools making annual progress is measured pursuant to the federal NCLB Act. However, BOE has established a policy adopting the Hawaii Content and Performance Standards as basis for curriculum and instruction

in the public schools. DOE is currently in the process of developing key performance indicators to measure the degree to which standards are being met.

One of the significant program measures assesses the success of the adult education program to retain enrollees in their courses through the courses' completion. Based on past experience, the program does not project significant increases in the completion rate.

For the Hawaii State Public Library System, outsourcing of collection development, increased use of automation and on-line serials decreases costs, increases productivity, and shifts resources to public service days and hours, allowing them to maintain a steady rate of service with their allocated resources.

HAWAII NATIONAL GUARD YOUTH CHALLENGE ACADEMY

The Hawaii National Guard Youth Challenge Academy (HINGYCA) provides 16 to 18 year-old non-traditional students a second chance to obtain their high school diploma by redirecting their lives through an alternative school, based on a military model for organization and discipline. It is not a "boot camp" organization. Rather, it is a voluntary educational program that stresses academic preparation, leadership development, mentoring, physical fitness, and post-graduate placement in jobs, continued education and/or military career. The strategic concept that inspired Challenge -- the use of military values to rescue at-risk youth -- has shown to benefit the economy, promote healthy communities, and contribute to the national defense.

Hawaii is one of 31 Challenge program sites in 26 States and Puerto Rico to offer this program and is funded by matching State (40%) and federal (60%) funds. Funded by the U.S. Department of Defense and administered by the National Guard, this 17-month program consists of a five-month residential phase followed by a twelve-month post-residential mentoring and career development phase.

Since HINGYCA inception on September 27, 1994, 16 classes have completed the residential phase of the academy. This translates to 1,155 cadets that have completed Phase I. Currently, 81 percent of the cadets have secured their high school diploma with the last two classes still working toward filling prerequisites for their high school diploma. Out of the 935 graduates receiving their diploma, 244 have received their diploma by joining the military services.

In a recent DOE report, 20,000 students were currently in alternative schooling. This increase from 17,000 students (does not include high school dropouts), as indicated in DOE's 1999 report, indicates a growing need for an alternative system from the traditional mainstream of education. HINGYCA provides Hawaii's non-traditional students an effective alternative in acquiring their high school diploma through a quasi-military style of discipline, sense of self worth and esteem. Developing a five-year plan, HINGYCA will attempt to expand its scope of service by preparing students to enter a career field of interest and identifying placement in jobs or higher education that will sustain their life plans. HINGYCA will seek additional federal grants and partnership with organizations that cater toward career development and placement.

HIGHER EDUCATION

General Description of the Program

The overall objective of the Higher Education sub-program is to develop eligible individuals to the highest levels of intellectual, personal, social and vocational competency commensurate with their abilities and desires; to add to the sum of human knowledge by conducting basic and applied research; and to enhance the welfare of the community by offering instruction and other services of benefit to the general public.

A total of seven individual, level III programs and their associated plans are included under this level II program at UH.

The UH system carries on a full range of programs in support of its instruction, research and public service objectives. The University system currently includes one major university, two colleges and seven community colleges.

The President of the University serves as executive officer of the Board of Regents and as such is responsible for educational leadership and administration of the statewide system. Vice presidents and chancellors serve as chief administrative officers for University of Hawai'i at Mānoa, University of Hawai'i at Hilo and University of Hawai'i - West Oahu, as well as the Community College system.

Actual total headcount enrollment of the UH system for the fall semester of 2003 was 50,317. This includes

19,863 students at UH Mānoa, 3,300 at UH Hilo, 810 at UH West O'ahu and 26,344 students in the community colleges. Table II-2, following, summarizes the growth of the University system since 1993.

TABLE II-2
SOME INDICATORS OF GROWTH IN THE UNIVERSITY OF HAWAI'I

Indicator	Fall 1993-94	Fall 1998-99	Fall 1998-99 as % of 1993-94	Fall 2003-04	Fall 2003-04 as % of 1993-94
1. Total Hawai'i high school graduates, June	11,675	12,915	111	12,837	110
2. Entering students, fall semester 1/	8,426	7,869	93	7,521	89
3. Entering students as a % of Hawai'i high school graduates	72	61	--	59	--
4. Resident entering students, fall semester 2/	6,964	6,781	97	6,476	93
5. Resident entering students as % of total entering freshmen, fall semester	83	86	--	86	--
6. Undergraduate enrollment, four-year campuses, fall semester 3/	17,014	14,983	88	17,778	104
7. Undergraduate enrollment, two-year campuses, fall semester	26,707	24,909	93	26,344	99
8. Two-year campus enrollment as a % of four-year campus undergraduate enrollment, fall semester	157	166	--	148	--
9. Graduate enrollment, fall semester	6,926	5,445	79	6,195	89
10. Graduate enrollment as a % of four-year campus undergraduate enrollment	41	36	--	35	--
11. Total UH operating budget year ending June 30 (all funds)					
(\$ millions - current dollars)	496.8	515.0	103.7	698.1	140.5
(\$ millions - constant 1993-94 dollars)	496.8	444.7	89.5	570.3	114.8
12. State general fund allocation, UH year ending June 30					
(\$ millions - current dollars)	350.6	282.8	80.7	1459.4	131.0
(\$ millions - constant 1993-94 dollars)	350.6	244.2	70	375.3	107.0
13. State general fund allocation, UH, as a % of total operating budget (current dollars)	71	55	--	66	--
14. Total State general fund appropriation (\$ millions), year ending June 30	3,049.6	2,989.7	98	3,709.1	122
15. General fund allocation, UH, as a % of total State appropriation	11.5	9.5	--	12.4	--
16. Hawai'i State personal income, calendar year (\$ millions)	28,799	31,757	110	38,470	134
17. General fund allocation, UH, as % of personal income	1.22	.89	--	1.19	--
1/ Entering students includes first-time freshmen at UH Mānoa and UH Hilo, and all first-time students at the UH Community colleges.					
2/ Resident Entering is the total in Item #2 less those first time students from the U.S. mainland, U.S. possessions and foreign countries.					
3/ Undergraduate includes records with invalid data on education level at the four-year campuses.					
¹ Includes Pension, Health Benefits, Social Security, Debt Service, & Risk Management cost.					

Costs and Effectiveness of the Program

The following sections provide some interpretation and discussion of costs, effectiveness, activity indicators and trends as shown on the tables included in this section.

The recommended operating budget for the Higher Education program shown on Table II-3 contains \$1,818.3 million for the FY 2005-07, (\$898.0 million for FY 2005-06 and \$920.3 million for FY 2006-07).

As Table II-3 indicates, total annual program costs are expected to decrease from \$997.0 million to \$948.9 million over the budget and planning period (FY 2005-06 to FY 2010-11). Operating costs changes from \$932.4 million to \$948.9 million over the planning period. Capital investment cost, as can be expected, fluctuates over the period ranging from a low of zero during the planning period to a high of \$99.0 million in FY 2005-06. It is noted that no capital investment costs are reflected in the planning period because projects are under review.

The number of degrees granted as a percentage of entering freshmen four years ago is 74 percent at UH Mānoa and 73 at UH Hilo. The current ratio of 17 percent of graduating seniors from Mānoa, Hilo, and West O'ahu returning to UH Mānoa Graduate School is expected to remain level during the 2005-07 biennium and the planning period. This does not represent all students receiving baccalaureate degrees who go on to graduate study since many UH graduates go to mainland colleges or take time off before continuing.

The course completion ratio and credits earned ratio provide good indicators as to effectiveness of the instructional program. The course completion ratio indicates the number of courses completed of the total originally registered. Mānoa projects a level of 96 percent (for undergraduate courses) for the planning period, while Hilo projects a level of 95 percent. Credits earned ratio indicates the number of courses successfully completed by students. Mānoa projects a level of 90 percent completion ratio for the planning period, while Hilo projects a level of approximately 88 percent.

Lines 9 through 11 indicate increasing requirements of financial aids to students. While an increasing percentage of students requiring financial aid is consistent with current economic trends, the high percentage of applicants receiving financial aids is a good indication that funds are being made available to meet student demands.

Table II-4 provides headcount enrollments for the planning period by individual campus and Table II-5 shows the same enrollment for the system as a whole, broken down by level and general objective of the student. A review of these two tables gives a picture of the general direction in which enrollment of the University is headed.

TABLE II-3
INVESTMENT AND OPERATING COSTS
AND
MEASURES OF EFFECTIVENESS FOR THE RECOMMENDED PROGRAM
Higher Education

	FISCAL YEARS							
	Actual 2003-04	Est. 2004-05	Rec. 2005-06	Rec. 2006-07	Projected			
					2007-08	2008-09	2009-10	2010-11
A. Costs of the Recommended Program ^{/1}								
Capital Investment	105.3	95.4	99.0	70.0	0.0	0.0	0.0	0.0
Operating	697.8	777.7	898.0	920.3	932.4	951.8	942.7	948.9
Total	803.1	873.1	997.0	990.3	932.4	951.8	942.7	948.9
B. Selected Measures of Effectiveness								
1. No. of degrees granted as a % of entering freshmen 4 years ago (Manoa)	74	74	74	74	74	74	74	74
2. No. of degrees granted as a % of entering	73	73	73	73	73	73	73	73
3. % of UH graduates (Manoa) entering UH Graduate School	17	17	17	17	17	17	17	17
4. 0	96	96	96	96	96	96	96	96
5. Course Completion Ratio (Hilo)	95	95	95	95	95	95	95	95
6. Credits Earned Ratio (Manoa)	90	90	90	90	90	90	90	90
7. Credits Earned Ratio (Hilo)	88	88	88	88	88	88	88	88
8. No. of awards received as a % of the number of proposals submitted (Manoa)	68	68	68	68	68	68	68	68
9. No. of students receiving financial aids as a percentage of student enrollment (Manoa)	38	40	40	40	40	40	40	40
10. No. of students receiving financial aids as a percentage of student enrollment (Hilo)	59	59	59	59	59	59	59	59
11. No. of students receiving financial aids as a percentage of applications received (Manoa)	54	52	52	52	52	52	52	52
12. No. of students receiving on-campus housing as a percentage of requests received (Hilo)	54	55	55	55	55	55	55	55

^{/1} Figures in million of dollars

TABLE II-4
UNIVERSITY OF HAWAII
PROJECTED FALL SEMESTER HEADCOUNT ENROLLMENT OF REGULAR STUDENTS

CAMPUS	ACTUAL	PROJECTED						
	2003-04	2004-05	2005-06	2006-07	2007-08	2008-09	2009-10	2010-11
UH AT MANOA	19,863	20,500	21,036	21,466	21,761	21,842	21,821	21,780
Undergraduates	13,754	14,286	14,708	15,026	15,195	15,267	15,237	15,186
Graduates	6,109	6,214	6,328	6,440	6,566	6,575	6,584	6,594
UH AT HILO	3,300	3,433	3,474	3,437	3,479	3,562	3,650	3,729
UH - WEST OAHU	810	834	867	893	912	926	938	950
COMMUNITY COLLEGES	26,344	26,716	27,063	27,253	27,513	27,823	27,879	27,829
Oahu	19,803	20,058	20,269	20,370	20,558	20,752	20,746	20,696
Honolulu CC	4,238	4,247	4,255	4,243	4,256	4,266	4,269	4,260
Kapiolani CC	7,491	7,580	7,677	7,733	7,822	7,883	7,893	7,875
Leeward CC	6,201	6,336	6,411	6,458	6,535	6,643	6,627	6,618
Windward CC	1,873	1,895	1,926	1,936	1,945	1,960	1,957	1,943
Hawaii CC	2,346	2,408	2,472	2,508	2,534	2,583	2,610	2,615
Maui CC	2,985	3,023	3,086	3,128	3,175	3,240	3,266	3,271
Kauai CC	1,210	1,227	1,236	1,247	1,246	1,248	1,257	1,247
TOTAL UH SYSTEM	50,317	51,483	52,440	53,049	53,665	54,153	54,288	54,288

TABLE II-5
UNIVERSITY OF HAWAII
PROJECTED FALL SEMESTER HEADCOUNT ENROLLMENT OF REGULAR STUDENTS
(By Level and Program)

LEVEL AND PROGRAM	ACTUAL	PROJECTED						
	2003-04	2004-05	2005-06	2006-07	2007-08	2008-09	2009-10	2010-11
LOWER DIVISION	34,599	34,661	35,020	35,367	35,684	36,111	36,196	36,131
Vocational	7,374	7,518	7,643	7,714	7,794	7,889	7,926	7,928
General 1/	26,292	26,239	26,471	26,727	26,958	27,276	27,325	27,263
Professional	933	904	906	926	932	946	945	940
UPPER DIVISION	9,523	10,507	10,985	11,129	11,296	11,342	11,377	11,426
General	6,561	7,230	7,524	7,578	7,684	7,727	7,759	7,801
Professional	2,962	3,277	3,461	3,551	3,612	3,615	3,618	3,625
GRADUATE LEVEL	6,195	6,315	6,435	6,553	6,685	6,700	6,715	6,731
General 2/	3,330	3,397	3,463	3,530	3,597	3,603	3,609	3,615
Professional	2,252	2,280	2,333	2,387	2,444	2,444	2,444	2,444
Architecture	58	64	70	77	85	94	103	113
Medicine	259	259	259	259	259	259	259	259
Law	296	315	310	300	300	300	300	300
TOTAL UH SYSTEM	50,317	51,483	52,440	53,049	53,665	54,153	54,288	54,288

1/ Includes unclassified undergraduates.

2/ Includes unclassified graduates at UH Manoa.

Total headcount enrollment declined slightly during the mid-1980s, upturned in 1989, reaching an all time high of 51,677 in fall 1994. Total headcount enrollment for the University of Hawai'i system held steady at around 44,000 students from fall 1975 to fall 1989. From fall 1989 to fall 1994, enrollment grew 18%, reaching a historical peak of 51,667 in fall 1994. Enrollment then declined for several years, before stabilizing at around 45,000 students in fall 1998. Since fall 2000, enrollment again has grown rapidly, increasing 13% to reach 50,317 in fall 2003.

The UH system is in the midst of a period of rapid enrollment growth. Much of this increase may be attributed to the active recruitment of first-time and transfer undergraduates from the U.S. mainland. Planned increases in first-professional programs at University of Hawai'i at Mānoa, the addition of new graduate level programs at University of Hawai'i at Mānoa and University of Hawai'i at Hilo and demographic trends have helped boost graduate level enrollments as well. Further increases may be anticipated in the near term, though resource constraints will eventually cause growth rates to level out. Enrollment is forecasted to increase for the next few years before stabilizing at around 54,000 students by fall 2008.

In fall 2003, UH enrolled 73.9 percent of the 68,072 students who attended college in Hawai'i. In fact, the largest private institution in Hawai'i accounted for only 11.6 percent of the total enrollment in Hawai'i. As compared to the United States as a whole, where enrollment in public institutions accounted for 76.8 percent of the total enrollment in fall 2000, Hawai'i's public higher educational institutions serve a slightly smaller proportion of the State's total college students.

Table II-6 provides still another view of the same basic enrollment data -- the Student Semester Hour "activity measure" generated by the enrolled students, broken down by the type and level of course "workloads" generated.

Table II-7 provides a partial measure of output of the University system over the last 10 years: the formal academic degrees and certificates awarded to recognize successful completion of recognized blocks of academic skills and knowledge. A comparison of output of degrees at Mānoa over the ten-year period shown in Table II-7 (FY 1993-94 to FY 2003-04) with enrollments at Mānoa for a similar period but lagged by five years (1988-1998) reveals that classified undergraduate

enrollment decreased by 5 percent (12,121 to 11,500) and output of bachelor's degrees increased by 2 percent. The classified graduate enrollment increased by 3 percent from 1988 to 1998, and output of graduate and first-professional degrees between 1993-94 and 2003-04 decreased by 1 percent, solely due to decrease in doctorate degrees.

The different relative outputs of Associate in Arts, Associate in Science and Certificates of Achievement among the various community colleges reflect variation in emphasis between vocational and transfer programs of the various campuses.

Finally, Table II-8 indicates the estimated annual direct costs of instruction in current general fund dollars, by type of student major, by level and by institution. At the Manoa Campus, the lower division general academic students' average costs of instruction is 74% of the costs of similar upper division students; and 24% of the costs of graduate students.

TABLE II-6
UNIVERSITY OF HAWAII
PROJECTED STUDENT SEMESTER HOURS OFFERED
BY REGULAR STUDENTS ENROLLED IN REGULAR CREDIT PROGRAMS

LEVEL AND PROGRAM	ACTUAL	PROJECTED						
	2003-04	2004-05	2005-06	2006-07	2007-08	2008-09	2009-10	2010-11
LOWER DIVISION	360,318	364,987	370,094	374,565	378,338	382,739	383,780	383,412
Vocational	64,620	65,175	66,124	66,701	67,364	68,168	68,433	68,398
General 1/	280,024	283,790	287,573	291,149	294,081	297,545	298,328	298,038
Professional	15,674	16,022	16,397	16,715	16,893	17,026	17,019	16,976
UPPER DIVISION	104,125	111,736	115,931	117,846	119,581	120,242	120,661	121,107
General	63,840	68,474	70,724	71,558	72,576	73,143	73,518	73,898
Professional	40,285	43,262	45,207	46,288	47,005	47,099	47,143	47,209
GRADUATE LEVEL	40,323	41,159	41,780	42,352	43,084	43,132	43,180	43,230
General 2/	13,348	13,662	14,000	14,343	14,680	14,693	14,706	14,718
Professional 3/	26,975	27,497	27,780	28,009	28,404	28,439	28,474	28,512
TOTAL UH SYSTEM	504,766	517,882	527,805	534,763	541,003	546,113	547,621	547,749

1/ Includes unclassified undergraduates.

2/ Includes unclassified graduates at UH Manoa.

3/ Includes First-Professional at UH Manoa.

TABLE II-7
UNIVERSITY OF HAWAII
Degrees, Diplomas, and Certificates Earned
Fiscal Years 1993-94 Through 2003-04

	1993-94	1994-95	1995-96	1996-97	1997-98	1998-99	1999-00	2000-01	2001-02	2002-03	2003-04 ¹
UH AT MĀNOA											
Certificates in Dental Hygiene	12	19	20	21	16	--	--	--	--	--	--
Associate Degree in Nursing	--	--	--	--	--	--	--	--	--	--	--
Bachelor's Degrees	2,537	2,603	2,782	2,659	2,528	2,481	2,508	2,311	2,326	2,393	2,584
Professional Diplomas	302	312	265	143	65	54	112	85	51	45	94
Master's Degrees	1,018	1,070	1,053	1,168	932	1,041	1,040	921	837	1002	1,040
Doctor's Degrees	166	155	186	175	161	160	152	144	105	128	112
First Professional Degrees	133	121	122	129	128	127	129	142	135	128	147
No Data	--	--	--	--	--	--	--	--	1	--	--
UH AT HILO											
Bachelor's Degrees	311	367	414	421	411	419	411	419	405	450	518
Certificates in Education	64	73	82	45	46	31	36	33	48	36	48
Master's Degrees	--	--	--	--	--	--	--	--	1	16	13
HONOLULU COMMUNITY COLLEGE											
Certificates of Achievement	92	127	92	69	82	71	95	71	73	51	46
Associate in Arts Degrees	108	115	123	123	113	114	105	116	84	107	121
Associate in Science Degrees ²	305	265	331	297	321	249	347	413	312	529	403
No Data	--	--	--	--	3	10	3	--	--	--	--

	1993-94	1994-95	1995-96	1996-97	1997-98	1998-99	1999-00	2000-01	2001-02	2002-03	2003-04 ¹
KAPI'OLANI COMMUNITY COLLEGE											
Certificates of Achievement	63	103	72	60	71	65	59	60	56	67	58
Associate in Arts Degrees	155	152	194	214	244	251	248	203	241	233	236
Associate in Science Degrees ²	324	386	314	350	361	347	412	397	405	308	355
No Data	1	--	--	--	--	--	--	--	--	--	--
LEEWARD COMMUNITY COLLEGE											
Certificates of Achievement	71	80	55	60	40	32	39	28	38	31	17
Associate in Arts Degrees	397	394	350	409	400	421	441	335	395	437	432
Associate in Science Degrees ²	120	138	145	163	136	122	126	102	92	91	85
No Data	10	1	--	--	--	--	--	--	--	--	--
WINDWARD COMMUNITY COLLEGE											
Certificates of Achievement	3	6	6	3	6	3	--	--	1	--	--
Associate in Arts Degrees	121	133	129	103	107	110	112	131	137	133	129
Associate in Science Degrees ²	5	3	3	5	7	5	3	--	--	--	--
No Data	--	--	--	--	--	--	--	--	--	--	--
HAWAII COMMUNITY COLLEGE											
Certificates of Achievement	22	74	69	62	79	86	52	59	50	71	47
Associate in Arts Degrees	40	56	69	129	116	108	83	102	95	64	100
Associate in Science Degrees ²	202	226	262	226	199	207	178	159	148	173	170
No Data	5	--	--	--	--	1	--	1	--	--	--

	1993-94	1994-95	1995-96	1996-97	1997-98	1998-99	1999-00	2000-01	2001-02	2001-03	2003-04 ¹
MAUI COMMUNITY COLLEGE											
Certificates of Achievement	69	89	92	79	82	85	71	83	98	94	112
Associate in Arts Degrees	58	68	64	56	45	81	51	47	68	79	95
Associate in Science Degrees ²	88	62	73	81	78	91	97	105	130	120	101
No Data	1	--	--	--	1	--	--	--	--	--	--
KAUAI COMMUNITY COLLEGE											
Certificates of Achievement	27	37	36	39	36	29	32	24	33	22	20
Associate in Arts Degrees	27	36	55	49	60	44	52	41	35	51	24
Associate in Science Degrees ²	72	73	89	99	123	94	47	58	62	50	45
No Data	--	--	--	--	--	--	--	--	--	--	--
UH AT WEST O'AHU											
Bachelor's Degrees	161	186	199	199	147	189	196	221	179	167	212
Subject Certificate (SC)	--	--	--	--	--	--	2	3	9	26	25

Source: *Degrees and Certificates Earned FY 2002-03* MAPS Reports; Student Information Management System (SIMS) for FY 2003-04.

¹Master's Degree (MA) in Hawaiian Language and Literature was approved by the UH Board of Regents effective Fall 1997. Master's Degree (MEd) in Education was approved by the UH Board of Regents effective Fall 2000.

²Includes AS, AAS and AS-College Transfer Degrees and ATS degrees.

TABLE II-8
UNIVERSITY OF HAWAII
AVERAGE COST PER FTE STUDENT ENROLLMENT - GENERAL FUNDS 1/
BY LEVEL, PROGRAM AND CAMPUS

LEVEL, PROGRAM AND CAMPUS	PROJECTED						
	2004-05	2005-06	2006-057	2007-08	2008-09	2009-10	2010-11
LOWER DIVISION							
Vocational							
Hawaii CC	3,113	2,989	2,942	2,899	2,843	2,792	2,786
Honolulu CC	2,900	2,854	2,830	2,796	2,786	2,774	2,774
Kapiolani CC	3,416	3,405	3,414	3,372	3,359	3,346	3,352
Kauai CC	8,699	8,106	7,654	7,619	7,414	7,292	7,292
Leeward CC	2,606	2,583	2,565	2,537	2,487	2,501	2,505
Maui CC	4,023	3,854	3,745	3,634	3,561	3,510	3,504
Windward CC	3,733	3,715	4,103	3,978	3,896	3,750	3,750
General 2/							
UH Manoa	3,854	3,602	4,700	3,853	3,794	3,838	3,868
UH Hilo	2,526	2,534	2,496	2,463	2,406	2,360	2,319
Hawaii CC	3,380	3,353	3,292	3,291	3,223	3,219	3,214
Honolulu CC	5,014	5,040	5,084	5,101	5,074	5,088	5,105
Kapiolani CC	2,158	2,132	2,115	2,096	2,081	2,081	2,087
Kauai CC	3,847	3,935	3,978	4,003	4,043	4,053	4,087
Leeward CC	2,079	2,050	2,031	2,005	1,971	1,976	1,978
Maui CC	2,789	2,767	2,752	2,732	2,678	2,671	2,671
Windward CC	2,575	11,539	2,500	2,486	2,461	2,468	2,485
Professional							
UH Manoa	2,544	2,531	3,140	2,583	2,552	2,576	2,593
UH Hilo	5,460	5,583	5,420	5,497	5,327	5,274	5,128
UPPER DIVISION							
General							
UH Manoa	5,223	5,039	344	4,941	4,896	4,922	4,928
UH Hilo	4,328	4,232	4,441	4,370	4,292	4,181	4,079
UH West Oahu	3,602	3,468	3,387	3,308	3,260	3,229	3,198
Professional							
UH Manoa	6,977	6,694	8,196	6,501	6,458	6,465	6,468
UH Hilo	9,862	9,573	9,839	10,058	9,624	9,706	9,488
UH West Oahu	3,256	3,124	3,000	2,937	2,896	2,847	2,812
GRADUATE LEVEL							
General 3/							
UH Manoa	16,222	15,705	19,086	15,011	14,623	14,529	14,529
UH Hilo	6,623	6,100	5,615	5,303	4,872	4,523	4,308
Professional							
UH Manoa 4/	10,977	10,789	13,301	9,903	10,246	10,172	10,133

1/ Includes instruction only, excludes tuition revenues.

2/ Includes unclassified undergraduates.

3/ Includes unclassified graduates at UH Manoa.

4/ Includes First-Professional at UH Manoa.

III. PROGRAM CHANGE RECOMMENDATIONS

This section discusses the significant program change recommendations for the Formal Education program.

LOWER EDUCATION

New schools and facilities are being constructed in situations where enrollment is increasing, additional facilities are required or existing facilities must be replaced. As such, \$378,686 (7.0 FTE permanent positions) and \$1,489,176 (47.5 FTE permanent positions) in general funds have been requested for new facility staffing for FY 06 and FY 07, respectively. Further, \$2,640,983 and \$3,044,660 in federal funds has been requested for equipment, textbooks, and supplies for the new facilities for FY 06 and FY 07, respectively.

HIGHER EDUCATION

UH is requesting \$20 million in general funds to provide scholarships and financial assistance to qualified students, in lieu of providing tuition waivers, which has been the practice in the past.

This is a one-time funding of the scholarship special fund that will enable the recipients of scholarships to qualify for matching grants and tax benefits that were not available in the case of tuition waivers.

The University is also requesting a tuition increase to go into effect for the fall 2006 semester. This increase will cover increasing costs and expansion of courses in the areas of Native Hawaiian Studies and Workforce Development. The University supports the need for the tuition increase based on UH being one of the lowest cost state universities.

IV. EMERGING CONDITIONS, TRENDS, AND ISSUES

This section discusses the significant conditions, trends and issues which will influence the Formal Education Program.

LOWER EDUCATION

DOE's Strategic Implementation Plan specifies four major goals:

- Provide a standards-based education for every child.
- Sustain comprehensive support for all students.
- Deliver coordinated, systemic support for staff and schools.
- Achieve and sustain student, professional, school and system quality through continuous improvement.

Initiatives that support achievement of these goals include the Reinventing Education Act of 2004, federal NCLB Act, Fiscal Accountability Project, and Felix Consent Decree.

Reinventing Education Act of 2004. The 2004 State Legislature passed the Reinventing Education Act of 2004 (Act 51, SLH 2004, as amended by Act 221, SLH 2004), which enables DOE to significantly reshape the public school system. This effort has been named the Reinventing Education Act for the Children of Hawaii (REACH). It is based on the principles of empowerment, streamlining, and accountability.

Empowerment is due to increased decision-making authority at the local school level. A new process for allocating funds for school budgets, using a Weighted Student Formula, is a fair and equitable way to distribute funds. Beginning in School Year 2006-07, the amount of money given to a school will be based on individual student need, not enrollment. This means that students with more needs will receive more resources. Funding will follow students to whichever schools they attend, equalizing opportunities at the student level.

The Committee on Weights, representing educators and community members, will annually recommend to BOE the formula for allocating moneys to public schools based on educational needs of each student. At this writing, the Committee on Weights is still developing its first recommended version of the formula for School Year 2006-07. Empowerment is also resulting from getting communities involved in their local schools' decision-making process. Through each school's School Community

Council, principals will work directly with parents, students, teachers, school personnel, and community representatives to develop annual academic and financial plans. School Community Councils will include an equal number of community stakeholders and school staff, including at least one parent, teacher, staff person, and community member, each elected by their peers, a student representative selected by the student council, and the school principal. The Councils' role is to focus on student achievement, review and recommend approval of the school's academic and financial plan, provide opportunities for discussions on school improvement, participate in selection and evaluation process of principals, request waivers to BOE policy, and develop and revise school policies.

With increased authority and flexibility over budgeting and operations, principals will become more like chief executive officers. In the past, it was difficult for principals to make educational decisions when they did not know how much money they would receive. Through direct school funding, principals will now decide how to spend at least 70% of DOE's operating budget. This will enable principals to plan and operate their school to best meet educational needs of their students. To train principals to become more effective educational leaders, DOE has created the Hawaii Principals Academy. Principals sharpen their skills in how to successfully manage school budgets, improve student achievement, collaborate with School Community Councils, develop consistent curriculum, and establish partnerships with the private sector.

Streamlining will result in a more efficient and effective public school system. Services that have historically been provided by various State agencies are being transferred to DOE. This will reduce red tape and quicken the response time in meeting school needs. The repair and maintenance function has already been transferred from the Department of Accounting and General Services (DAGS). Additional functions to be transferred include construction of new facilities, civil service recruitment and screening, labor relations for civil service staff, background checks, school health aides, and control of federal funds and grant monies. Services will become more responsive and geared specifically to meet needs of individual schools. This will result in a better and safer learning environment for Hawaii's public school students. By School Year 2006-07, all public schools will adopt a single school calendar, with exception of the four schools that

currently operate on a multi-track calendar. Over the last 10 years, Hawaii's public schools have been adopting various school calendars to better meet needs of students. Multiple school calendars with their varying beginning and ending dates, as well as different vacation and/or intersession lengths, however, have proved costly.

- Student transportation costs have risen.
- Teacher training must be conducted at several different times.
- Teachers have missed out on professional development opportunities when national experts came to Hawaii for only limited engagements.
- Families were burdened when their children's schools had different days off, making childcare and vacation scheduling more difficult and often more costly.
- Community services such as summer fun programs were negatively impacted because coordination and staffing became more complicated when breaks in schooling occurred at different times.

Accountability is also required by Act 51, SLH 2004. Principals are given more responsibilities, and they will be held accountable for their performance. Benchmarks will be used to review a principal's performance and how it compares to expected standards. A working group will design performance-based contracts for principals that will include rewards, assistance and sanctions. A growing number of teachers have met the high standards and demanding criteria to achieve certification by the National board for Professional Teaching Standards. To encourage more of Hawaii's public school teachers to attain this level of excellence, the National Board Certification Incentive Program has been established to provide a yearly salary bonus and fee reimbursement to teachers who receive certification.

Each year, BOE will hold public meetings in communities throughout the State. These regular community meetings will make it easier for the public to discuss issues and share ideas with their elected education policymakers. School report cards will be published annually to grade both DOE and its individual schools. These report cards will show how money is being spent, how student performance measures up, and what the overall quality of education in Hawaii's public schools looks like.

School Repair and Maintenance (R&M) Program was significantly affected by the changes made by Act 51. Act 51 shifted program responsibilities and funding from DAGS to DOE. DOE believes, as succinctly stated in Act 316, SLH 2001, "a key component in improving public education in Hawaii is the provision of school facilities that support and enhance academic programs." DOE's facilities responsibilities extend to 262 public school campuses (includes 253 regular, 2 immersion, 3 special, and 4 conversion charter school campuses) statewide consisting of 3,972 acres covering 19.17 million square feet of building space with an average building age of 59 years (ranging from 1 year to 165 years old).

Unlike new construction projects, repairs or maintenance work must be done as timely as possible to prevent further deterioration to existing facilities. The program will attempt to address the school R&M needs faster and more efficiently by employing various project delivery methods. This will include IDIQ (indefinite delivery, indefinite quantity) contracting which is based on multiple awards to a performing contractor with an open-ended contract up to a set dollar amount. DOE also plans to explore "design-build" projects, and will continue to address projects under \$100,000 through a procurement exemption which allows DOE to hire contractors through an informal bid process.

For FY 2005-07, the program has analyzed its list of unfunded major R&M projects for schools and other DOE facilities, commonly known as the R&M "backlog." As of September 2004, the current R&M backlog was \$495,369,700. However, within that total, 29% (or \$142,783,700) of projects must be repeated every so many years over the life of the facilities. These projects are categorized as "recurring projects." Recurring projects include such maintenance activities as reroofing, repaving or resurfacing, interior and exterior painting, lighting, carpeting, air conditioning equipment replacement, and termite treatment.

The remaining projects can be grouped as "non-recurring projects" or projects which are usually only needed once during the life of the facilities. Of the current R&M backlog, 71% or \$352,586,000 are categorized as non-recurring. Many of these projects are replacement or rehabilitation of an existing facility or facility component due to deterioration, usage, or accident. The largest category of non-recurring projects is classroom renovation projects. These projects

typically address a multitude of recurring work (i.e., interior and exterior painting, lighting upgrades) as well as many of the non-recurring projects (window replacement, vinyl floor replacement) and miscellaneous work order projects on a school's backlog list. Other examples of non-recurring project categories include restroom renovation work, electrical upgrades, water and sewer line replacement, fire alarm and program bell replacement, ground and sitework.

Through use of CIP bond funds, the program intends to continue classroom renovation projects by budgeting at least \$40 million annually towards these projects. The major concern and emphasis over the next biennium and into the future is to devote a portion of the budget annually towards addressing recurring project needs, beginning with roofing. Roofing projects currently account for \$74,699,000 of the backlog total, or roughly half of the recurring project total. Since facilities need to be re-roofed on an average of once every 12 years, DOE will eventually segregate these projects from the backlog and develop a roofing project schedule and cost projections for future planning. The program has budgeted at least \$10 million for roofing projects. This budget may need to be increased significantly in the future as the majority of schools were last re-roofed in the late 1980s and early 1990s. The remaining budget will be used to address school prioritized recurring and non-recurring type projects and preventive maintenance repairs.

The backlog of repairs as of FY 2003 stood at \$575 million for projects identified prior to July 1, 2001, and \$155 million for those after that date. As of FY 2004, projects identified prior to July 1, 2001 have been reduced to \$230 million while projects identified after July 1, 2001 have risen to \$238 million. This significant reduction in the backlog can be directly attributed to the consistent level of R&M funding.

No Child Left Behind Act. This federal act requires:

- An accountability system based on challenging state standards in reading and mathematics.
- Annual testing for all students in grades 3-8 in reading and mathematics by the School Year 2005-2006.
- Adoption of science standards by School Year 2005-2006 and testing in School Year 2007-2008.

- Annual adequate yearly progress objectives, disaggregated by student groups based on poverty, race and ethnicity, disability, and limited English proficiency, that will result in all students attaining academic proficiency by School Year 2013-2014.
- Support for students failing to meet proficiency standards and for schools failing to meet adequate yearly progress.
- Annual report cards for parents and the public on school performance and statewide progress.
- Evidence of adequate yearly progress in closing the achievement gap for disadvantaged students.
- A highly qualified teacher in every classroom by the end of School Year 2005-2006.

Schools that fail to make adequate yearly progress toward statewide proficiency goals will, over time, be subject to improvement, corrective action, and restructuring measures aimed at placing them back on course to meet State standards. Nearly all of the NCLB requirements, except for school accountability consequences (e.g., corrective action, restructuring, etc.), apply to all schools, not just those receiving Title I funds. In the interest of fairness, DOE uses a single accountability system for all of Hawaii's public schools. The rationale here is that if all schools are expected to meet the same lofty standards, then all schools should be subject to the same consequences if they fail to meet those standards. Applying NCLB consequences to all schools necessitates finding the resources to assist those schools not eligible for Title I funds.

Non-Title I schools failing to make adequate yearly progress under NCLB require a range of supports which include technical assistance, professional development, and supplementary educational services. For example, Title I schools that have been identified in corrective action receive technical support services of newly formed Critical Ally teams. These teams, composed of complex staff and State specialists, work with schools to review curriculum, provide professional development and mentoring, and perform other technical support. The Critical Ally teams are not "one size fits all," but rather customized to bring together the mix of technical support and

expertise needed by the particular school. Non-Title I schools, on the other hand, are not eligible to receive this assistance.

Detailed information on Adequate Yearly Progress and NCLB status and other topics is included in the attached Superintendent's Fourteenth Annual Report on School Performance and Improvement in Hawaii - 2003, published in March 2004.

Fiscal Accountability Project. With the help of consultants, DOE is developing an adequacy funding model that can be used as a tool for determining levels of funding required (at the elementary, middle and high school levels) to support DOE's and the Board's vision and goals. One of the consultants for this project is a professor from the University of Oregon who was responsible for the conceptual design of the State of Oregon's Quality Education Model. The adequacy funding model can be used to assess where DOE is today versus where it needs to be, given its goals. The model can also be used to quantify the budget impact of the additional resources needed to support programs and interventions at the high, middle, and elementary school levels. The project is also confirming and/or developing goals, objectives, and key performance indicators for all academic and non-academic general fund programs. The purpose of this work is to enable DOE to link finance with educational outcomes.

Felix Consent Decree. Since 1993, DOE has been under federal court oversight to achieve compliance with its obligation to provide a "free appropriate public education" to all students as stated in the federal Individuals with Disabilities Education Act (IDEA). In April 2004, the federal court declared DOE to be in substantial compliance with requirements of the Felix Consent Decree, and approved a step-down and termination plan. Under the plan, DOE will produce and post on the Internet quarterly performance reports containing school-specific data.

As long as the reports demonstrate that services are being sustained, the Felix Consent Decree will be dismissed with prejudice 30 days after filing of the fifth quarterly report. No further court enforcement proceedings will be held unless the court finds clear and convincing evidence that DOE's obligations during the transition period have not been met. The end of the consent decree will not end DOE's obligations.

DOE will need to continue to provide a "free appropriate public education" to all students as required by federal law.

Autism Spectrum Disorder. Although the number of students identified as being in need of special education services has stabilized at about 19,000, the number of students identified with an autism spectrum disorder continues to increase. In August 2001, the Department of Health (DOH) had identified 656 students in need of autism services. DOH transferred responsibility to provide autism services to DOE in July 2003. As of October 2004, DOE has identified 1,056 students requiring services for autism spectrum disorder.

This increase is consistent with national trends. The Autism Society of America cites a 10%-17% annual growth, and states it is the fastest-growing developmental disability. Most autistic students require intensive services, which are more expensive than other special education services. Securing resources to fund increasing cost of providing services is a serious concern.

Stryker Brigade Impact. The United States Army is transforming the 2nd Brigade of the 25th Infantry Division at Schofield Barracks into a Stryker Brigade. One result of this decision is a net increase of dependents attending public schools. Estimates are that public school enrollment will increase by 369 (low estimate) and 760 (high estimate) new students, primarily in the Central District. To accommodate this increase, DOE will require more resources for facilities, teachers, assessment and therapeutic services, and support staff. The increase in enrollment is expected to begin occurring in Spring 2005. Enrollment increase needs to be accommodated by an anticipated increase in federal Impact Aid of \$4.7 million in FY 06 and FY 07.

Detailed information on other topics including enrollment and demography, expenditures for public education, and student outcomes and behavior is included in the attached Superintendent's Fourteenth Annual Report on School Performance and Improvement in Hawaii - 2003, published in March 2004.

HIGHER EDUCATION

The University has experienced about a 13 percent increase in enrollments since the fall of 2000 and projects enrollment to increase another three percent during the biennium. This

expansion has burdened both the staff and physical assets of the school.

As a result of the improving economy and expansion of construction and other industry sectors, the University has made workforce development one of its priorities. They are adding and/or expanding course offerings in teacher education, nursing, pharmacy, film, and the trades, to name a few. The increases in enrollments and courses, along with several years of limited resources for maintaining and expanding classrooms, dormitories and equipment, have made these items critical issues for improvement over the biennium and beyond.



*The Superintendent's Fourteenth
Annual Report on School
Performance and
Improvement in
Hawaii*

2003

Office of the Superintendent/Planning and Evaluation Office
Department of Education • State of Hawaii
RS 04-1186 • March 2004



Contents

List of Illustrations	v
Foreword	vii
Acknowledgments	viii
 Report Highlights	 1
 Introduction	 3
Purpose	
Data Sources	
Focus	
Comparisons with Other States	
 Enrollment and Demography	 5
Enrollment Trend	
Population Movement	
Classroom Adequacy	
Public, Private, and Charter Schools	
Special Needs	
Student Attendance	
Student and Teacher Ethnicity	
Administrative Staffing Levels	
 Expenditures for Public Education	 13
Per Pupil Expenditure	
Fiscal Priority	
Expenditure and Priority Compared	
 Student Outcomes and Behavior	 17
Student Dropout Rates	
Four Year Graduation Rates	
Statewide Student Assessment	
Student Suspensions	
 Notes	 25
Appendix	27
Data Tables	



Illustrations

Table 1.	Hawaii and States with Similar Financial Resources	3
Figure 1.	Enrollment in Hawaii Public Schools, 1990-91 to 2002-03	5
Figure 2.	Enrollment and 10 Year Gain or Loss, by District	6
Figure 3.	Net Classroom Shortage or Excess, by District, 1994-95 and 2002-03	6
Figure 4.	Public, Private, and Charter School Enrollments, 2002-03	7
Figure 5.	Disadvantages Affecting Public School Students in Hawaii, 2002-03	8
Figure 6.	Average Attendance Rates by School Type	9
Figure 7.	Ethnicity of Hawaii's Students and Teachers	10
Figure 8.	Administrative Staff as a Proportion of Total Staff, Hawaii and Comparison States, Fall 2000	11
Figure 9.	Expenditures per Pupil, Hawaii and Comparison States	13
Figure 10.	Percentage of State and Local Revenue Allocated to Public K-12 Education, Hawaii and Comparison States	14
Figure 11.	Percentage of State and Local Revenue Allocated to Public K-12 Education vs Per Pupil Spending, All States, 1998-99	15
Figure 12.	Estimated Cohort Dropout Rates, Classes of 1997 through 2003	17
Figure 13.	Actual Four Year Graduation Rates, Classes of 2002 and 2003	18
Figure 14.	Hawaii Content and Performance Reading Assessments, 2002 and 2003	19
Figure 15.	Hawaii Content and Performance Mathematics Assessments, 2002 and 2003	20
Figure 16.	Stanford Achievement Test, 9th Edition, Reading, 2002 and 2003	21
Figure 17.	Stanford Achievement Test, 9th Edition, Mathematics, 2002 and 2003	22
Table 2.	Safety Categories Derived from Suspension Charges	23
Figure 18.	Charges Categorized by Type of Incident, 1993-94 to 2002-03	24



Foreword

The Superintendent's Annual Report on School Performance and Improvement in Hawaii is one of three reports in the state's system of school accountability. This report contains collective data on our schools for school year 2002-03, showing trends over time and, where appropriate, comparisons with data from other states. The other two reports, the *School Status and Improvement Report* (SSIR) and the "*No Child Left Behind*" *Accountability Report*, are prepared annually for each school. The SSIRs contain school data reflecting school context, school processes, and school outcomes, including summaries of the schools' standards implementation plans and improvement activities. The "*No Child Left Behind*" *Accountability Reports* are focused on students' test performance and graduation or retention rates, disaggregated to examine the performance of subgroups of the student population. Both reports are available at public libraries and on-line at <http://arch.k12.hi.us> on the world wide web.

These reports are the most visible parts of the Department of Education's assessment and accountability system, the purpose of which is to hold everyone in the department, including me, responsible for student learning. These reports grew out of the department's initiative, begun over 10 years ago, to develop a comprehensive accountability system for the public schools of Hawaii. The department's efforts have laid a sound foundation for the system, but the system is very much a "work in progress."

We have in place a Strategic Implementation Plan (January 2003) for standards-based education, at the core of which is the implementation of a truly statewide assessment and accountability system. The Strategic Implementation Plan's accountability strategies and timeline conforms to the requirements of the No Child Left Behind Act of 2001, which was signed into law in January 2002, as well as to the directions given in the state's Act 238, Session Laws of Hawaii 2000. Future editions of this *Superintendent's Report on School Performance and Improvement* will explicitly include our progress toward the four goals of the Strategic Implementation Plan.

Patricia Hamamoto
Superintendent
March 2004



Acknowledgments

Preparation of *The Superintendent's Annual Report on School Performance and Improvement in Hawaii* requires the cooperative effort of many people in the Department of Education. The report is prepared by the staff of the Evaluation Section under the general supervision of the director of the Planning and Evaluation Office. Preparation of the report requires accurate and consistent data. These data are provided by the director and staff of the Information System Services Branch and by the director and staff of the Information Resource Management Branch. Finally, the Reprographics Section of the Office of Business Services reproduces and distributes this report. Their assistance is gratefully acknowledged.



Report Highlights

- # **ENROLLMENT.** Overall enrollment growth has ended for now. Enrollment peaked in 1995-96 and has declined since. However, schools, complexes, and districts are still experiencing the effects of population shifts, especially the westward movement of population on Oahu. (Pages 5-7)
- # **PRIVATE AND CHARTER SCHOOLS.** Private school enrollment has changed little from year to year, serving a select 16% of the school-aged population. Public charter schools serve less than 2% of students. The vast majority, more than 80%, depend on regular public schools for their education. (Pages 7-8)
- # **SPECIAL NEEDS.** The number of students in need of special services has increased rapidly in the last decade. These students come from poor economic circumstances, have limited English proficiency, or need special education services. The numbers of students with these needs have increased by 40 to 80 percent since 1992-93. This means that the task facing public schools is steadily becoming more difficult and more costly. (Pages 8-9)
- # **STUDENT AND TEACHER DIFFERENCES.** Hawaii's demographic makeup is changing, and nowhere is that more clear than in the contrast of students and teachers' ethnicity. These differences reflect the changing demography and educational opportunities of the islands. (Page 10)
- # **ADMINISTRATIVE STAFFING.** The myth that Hawaii's public school system is "top heavy" with administrators has no basis in fact. The number of administrators as a percentage of total staff is substantially smaller than those in comparison states and is only a little more than half the average percentage for the nation. (Page 11)
- # **FINANCE.** Hawaii is the only state that funds its public schools from state revenues without using local government funds. While Hawaii's per-pupil expenditures have grown over the last decade, their rate of growth has lagged behind those of other states. While Hawaii is among the top five states in combined state and local expenditures per capita, it ranks **last** in the percentage of state and local expenditures allocated to public schools. (Pages 13-15)
- # **DROPOUTS AND SCHOOL COMPLETION.** The estimated cumulative dropout rate for grades 9 through 12 is between 13% and 18%, well above the Hawaii and national goal of 10% or less. Four-year graduation rates for students entering 9th grade in Hawaii are just under 80%, again, well below the state goal of 90% or more. (Pages 17-18)
- # **STUDENTS' TEST PERFORMANCE.** The performance of 3rd, 5th, and 8th grade students on the Stanford Achievement Test was close to the national norms. The performance of 10th grade students was below that level. Performance of all groups on the more difficult Hawaii Content and Performance Standards assessment was adequate by current "No Child Left Behind" (NCLB) criteria but will have to improve significantly to keep up with rising NCLB expectations. (Pages 19-20)
- # **STUDENT DISCIPLINE.** The incidence rates of disciplinary suspensions have continued a pattern of decline since 1995-96, with the exception of a slight upturn in incidents involving violence, primarily harassment and assault. The latter trend may be the result of increased attention to dealing with student behavior that threatens others, especially hazing or bullying. (Pages 23-24)



Introduction

This report is part of the Department of Education's accountability system for the public schools of Hawaii.¹ The system is designed to inform the public and policymakers about the performance of individual schools and the schools collectively. *The Superintendent's Report on School Performance and Improvement in Hawaii* has two purposes:

Purpose

- (1) to report trends, progress, and problems of the state's school system; and
- (2) to compare the state's public schools with those of the nation and those of states that have important characteristics similar to those of Hawaii.

Data regarding individual schools are reported in *School Status and Improvement Reports* (SSIRs), which were created by the Board of Education as reports from the individual schools to their communities. SSIRs for all state schools are available at all public libraries, and individual reports can be found at <http://arch.k12.hi.us> on the world wide web.

The information in this report comes primarily from Department of Education records and from the National Center for Education Statistics. Sources other than department records are noted. Wherever possible, data are presented graphically to make their meaning easier to understand. The data used in graphs are tabled in an appendix.

Data Sources

When circumstances in Hawaii are compared with those in other states, data from the state are compared to the national average and may be used to rank Hawaii among the 50 states. In addition, some comparisons are made with four states that are similar to Hawaii on measures related to school finance. Those measures are K-12 school enrollment, population, *per capita* income, *per capita* state and local revenue, and *per capita* state and local expenditures. *Per capita* income is a measure of the wealth of individuals in a state. However, it does not measure directly the resources available to government. The resources available to government are indicated by the *per capita* revenues of state and local governments and by the *per capita* expenditures of those governments. The states most similar to Hawaii when all of these resource measures are considered are Delaware, Nebraska, Rhode Island, and Wyoming.² Their relevant characteristics and those of Hawaii are shown in **Table 1**.

Comparisons with Other States

Table 1. Hawaii and States with Similar Financial Resources

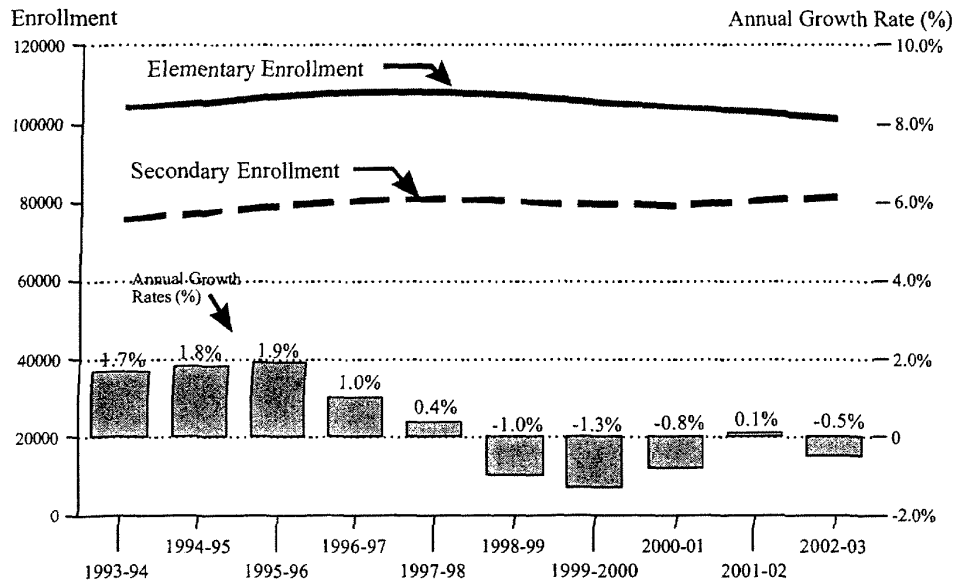
	2001 Population	2001-02 School K-12 Enrollment	2001 Per Capita Income	2000 Per Capita	
				Revenue	Expenditure
Hawaii	1,224,000	184,546	\$28,554	\$4,727	\$4,930
Delaware	796,000	115,486	\$32,121	\$5,526	\$4,991
Nebraska	1,713,000	285,022	\$28,564	\$3,306	\$3,236
Rhode Island	1,059,000	157,599	\$29,984	\$3,862	\$3,805
Wyoming	494,000	87,768	\$28,807	\$4,770	\$4,563
United States	284,797,000	47,575,862	\$30,271	\$3,503	\$3,437



Enrollment and Demography

Figure 1. Enrollment in Hawaii Public Schools, 1993-94 to 2002-03

**Enrollment
Trend**



Overall public school enrollment in Hawaii during the ten year period from 1993-94 to 2002-03 is shown in **Figure 1**. Early in that decade, enrollment was growing at more than 1.5% per year. That period of growth has ended. Enrollment growth slowed sharply in 1996-97 and 1997-98, and then enrollment declined by about one percent for the next three years. A new pattern of change has not yet become clear. Both elementary and secondary school enrollment peaked in 1997-98. The downward trend is especially evident in the line representing elementary enrollment, and that downward trend should be echoed later in secondary school enrollment.

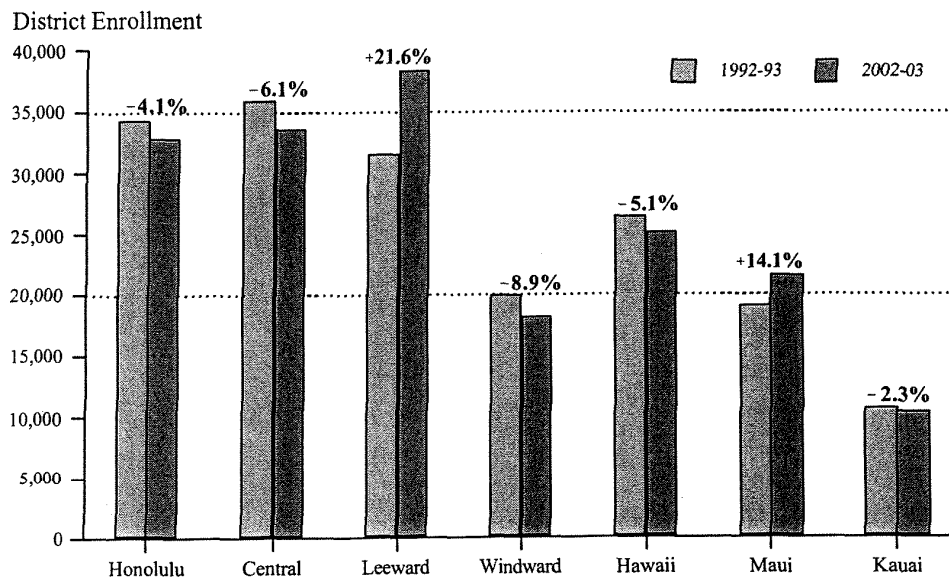
Total enrollment in 2002-03 was only 3.3% greater than it had been in 1992-93. However, there has been a marked shifting in the geographical distribution of the state's student population over the last decade. Leeward Oahu and Maui districts have shown substantial growth over that period, while the other five districts have remained stable or declined. These changes are shown in **Figure 2** (next page).

**Population
Movement**

The State of Hawaii has made great strides over the last decade in building schools to "catch up" with past enrollment increases and shifts. The progress on that dimension of school operation is obvious in **Figure 3** (next page), which shows a comparison of the net excess or shortage of classrooms by district in 1994-95 and 2002-03. Whereas in 1994-95 five of the seven districts showed a net shortage of classrooms, by 2002-03 all seven districts reported a net excess of classrooms over the minimum number required.



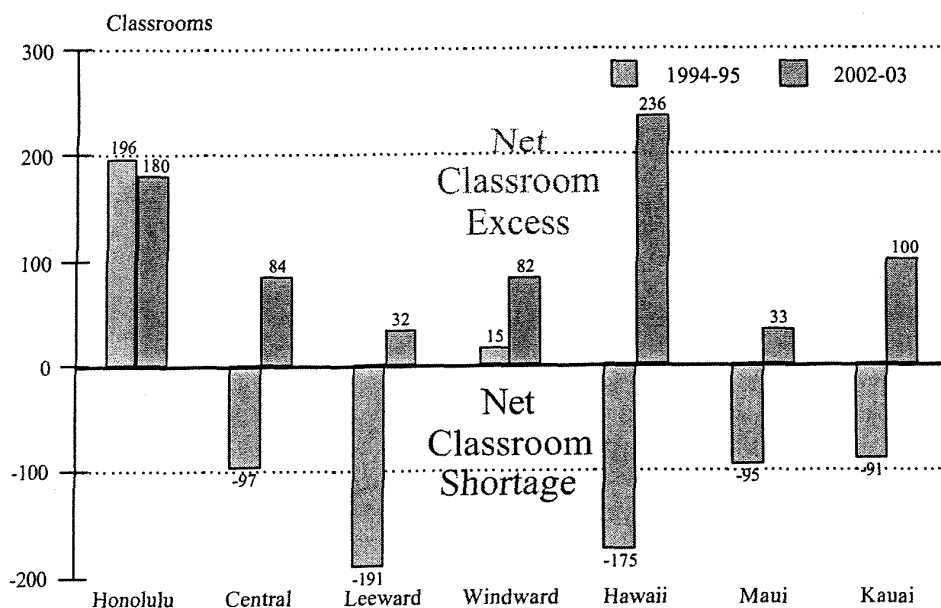
Figure 2. Enrollment and 10 Year Gain or Loss, by District



Classroom Adequacy

However, the shifting of school-aged population among communities creates needs that are not apparent if one only looks at overall enrollment, or even district by district enrollment. New facilities may be needed even without overall enrollment growth. Put simply, families are moving from places where we have space in schools to places where we do not. We

Figure 3. Net Classroom Shortage or Excess, by District, 1994-95 and 2002-03

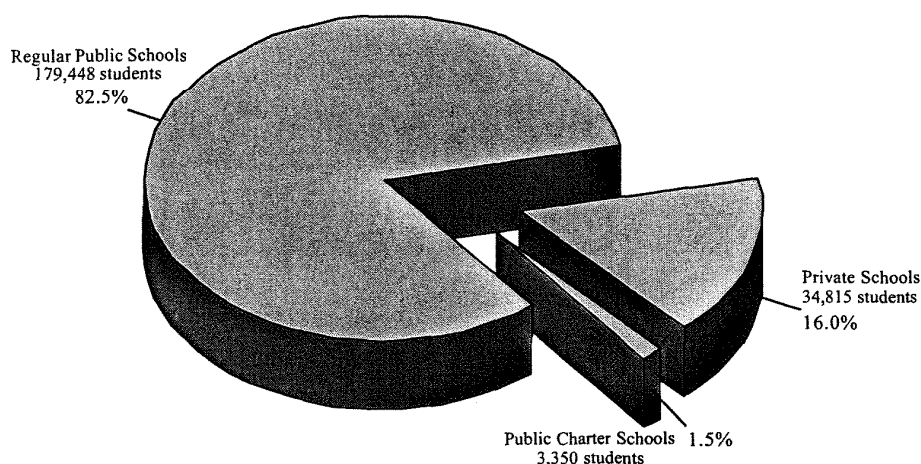




cannot accommodate students whose families live in new communities with the excess classrooms that exist elsewhere. This was poignantly demonstrated in Leeward District on Oahu recently. Families who had moved into new housing developments in Makakilo vigorously objected to plans to bus children from Makakilo to Barbers Point Elementary School to relieve overcrowding at Makakilo Elementary School. This kind of problem results from population shifts, which may occur at a community level, affecting just a few schools. Such conditions strain our efforts to provide adequate facilities for all students.

Figure 4. Public, Private, and Charter School Enrollments, 2002-03

**Public,
Private, and
Charter
Schools**



Enrollment in Hawaii's private schools, public charter schools, and regular public schools is compared in **Figure 4**. The relative contributions to the whole enterprise of educating the next generation is clear in this graph. Private schools serve about 16% of the population, and charter schools serve less than 2%. The remaining more than 80% are served by regular public schools.

Private school enrollment has changed little over the last 15 years. It has remained quite steady, at about 33,000 students over that period, increasing by about 1,800 in 2002-03 with the opening of two new Kamehameha Schools campuses on Maui and Big Island. The percentage of children enrolled in private schools has varied by 1 or 2 percent as the total school-age population fluctuated. Private school enrollment is usually "inelastic." It generally does not change with population growth. Selective private schools usually have stable target enrollments, which are limited by their facilities; and the schools respond to increasing numbers of applications by becoming more selective rather than by enrolling more students. The new Kamehameha campuses are a striking exception.

Public charter schools are important as schools where innovative approaches to schooling can be tried in an environment relatively free of bureaucratic constraints. It is nonetheless readily apparent that charter schools serve only a very small portion of public school students,



and that proportion is unlikely to increase greatly. The 25 charter schools operating in 2002-03 altogether enrolled only 3,350 students, an average of only 134 students each. Regular public schools must provide for the vast majority of the state's children, including most of the children who come to school with some aspect of disadvantage.

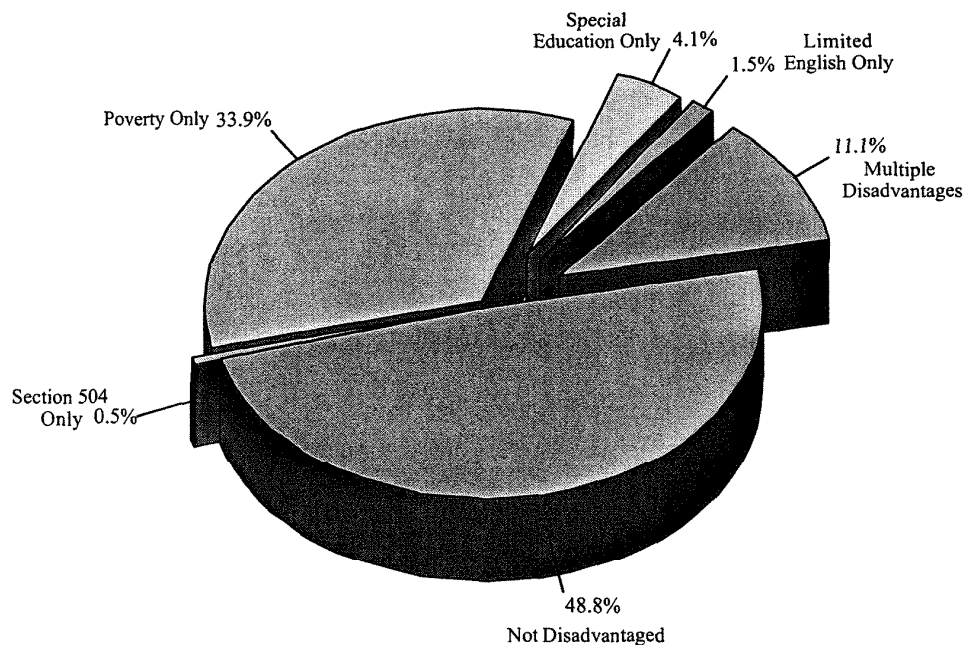
Special Needs

There are three student subpopulations that are of special concern. These are students from disadvantaged economic circumstances (those who receive school lunch subsidies), students with limited English proficiency, and students who need special education services. All three groups of children with special needs have been growing rapidly over the last decade. That growth has major implications for public education, especially in terms of the difficulty of the schools' task. Since 1992-93, overall enrollment increased by 3.3% while:

- ! The number of students who receive lunch subsidies has increased by over 48%;
- ! The number of students receiving special education services has increased by over 80%; and
- ! The number of students who have limited English proficiency has increased by almost 40%.

Put simply, the task facing the public schools is steadily becoming more difficult and more costly. Students in each of these categories of special need represent an educational responsibility that is more demanding than that of educating children who do not have such special needs. Children from impoverished families tend to start school already behind their peers in academic development. The seriousness of the increasing prevalence of disadvantage among the state's public school students is clear from **Figure 5**.

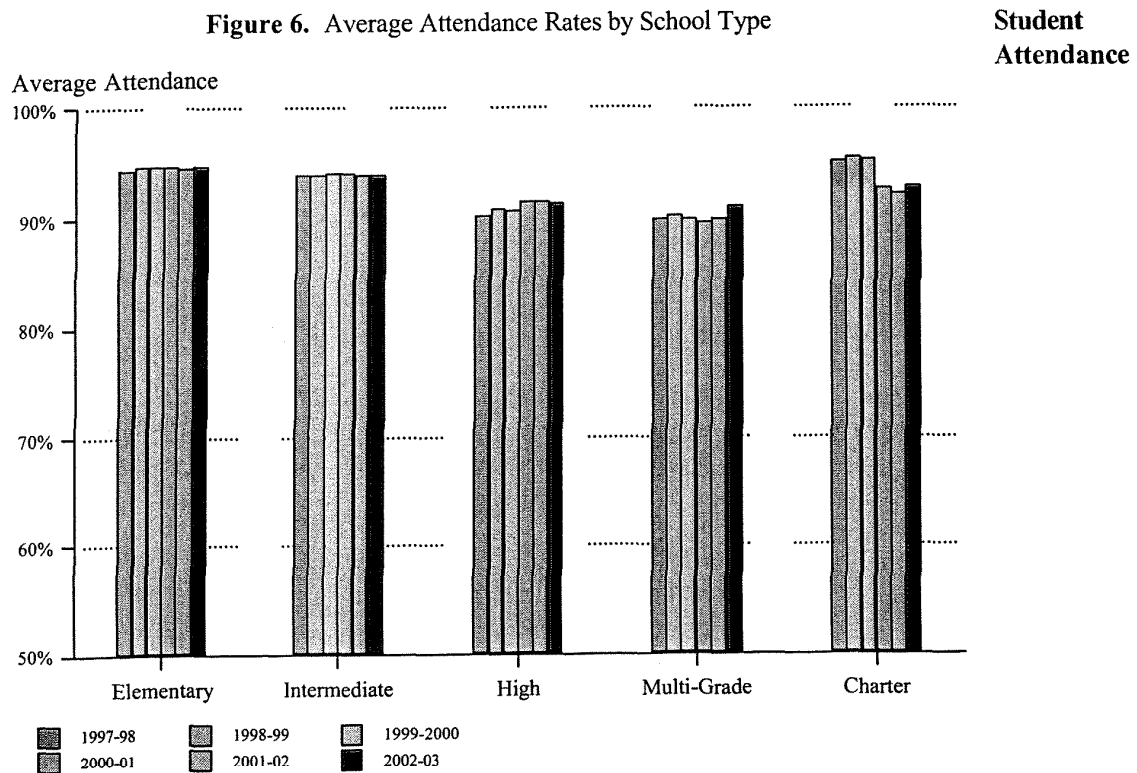
Figure 5. Disadvantages Affecting Public School Students in Hawaii, 2002-03





Over half of all public school students in Hawaii now bring with them at least one of these types of educational disadvantage. The growth in the numbers of disadvantaged students in the state's school population presents a particular challenge to the state's public schools in view of the rising expectations for what schools can achieve and the state's continuing fiscal problems. Disadvantaged students require services that are more costly than the norm, and in many cases these students are "entitled" to the services required to meet their specific needs.

Figure 6. Average Attendance Rates by School Type

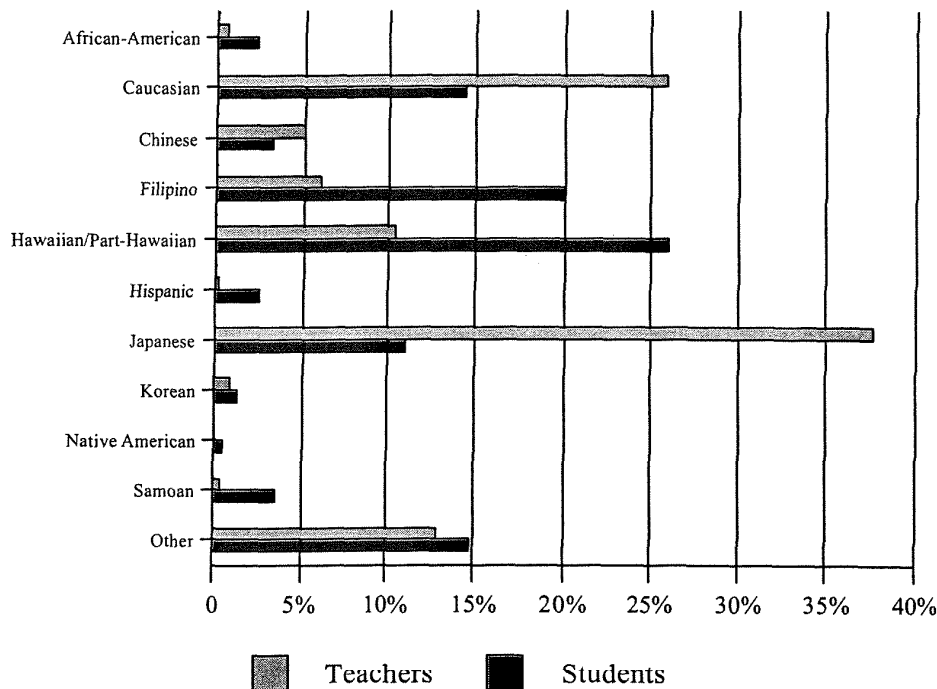


Average attendance rates by school type for the last six years are shown in **Figure 6**. One should note that the scale in this graph has been truncated to emphasize differences. What the data show are differences among types of schools that are straightforward. As students get older, they tend to miss more school than they did when they were younger. Attendance rates for intermediate schools are marginally lower than those for elementary schools, but rates for high schools and multi-grade schools (K-8, 7-12, K-12) are 3 to 5 percent lower than those for elementary schools. Attendance rates for charter schools changed during the period shown. In the first 3 years shown, the only charter schools were Lanikai and Waialae, both converted regular elementary schools. In 2000-01 the number of charter schools expanded, first to 6 and then to 25 by 2002-03. With the inclusion of middle and high school students in charter schools, the attendance rates fell accordingly.



**Student and
Teacher
Ethnicity**

Figure 7. Ethnicity of Hawaii's Students and Teachers



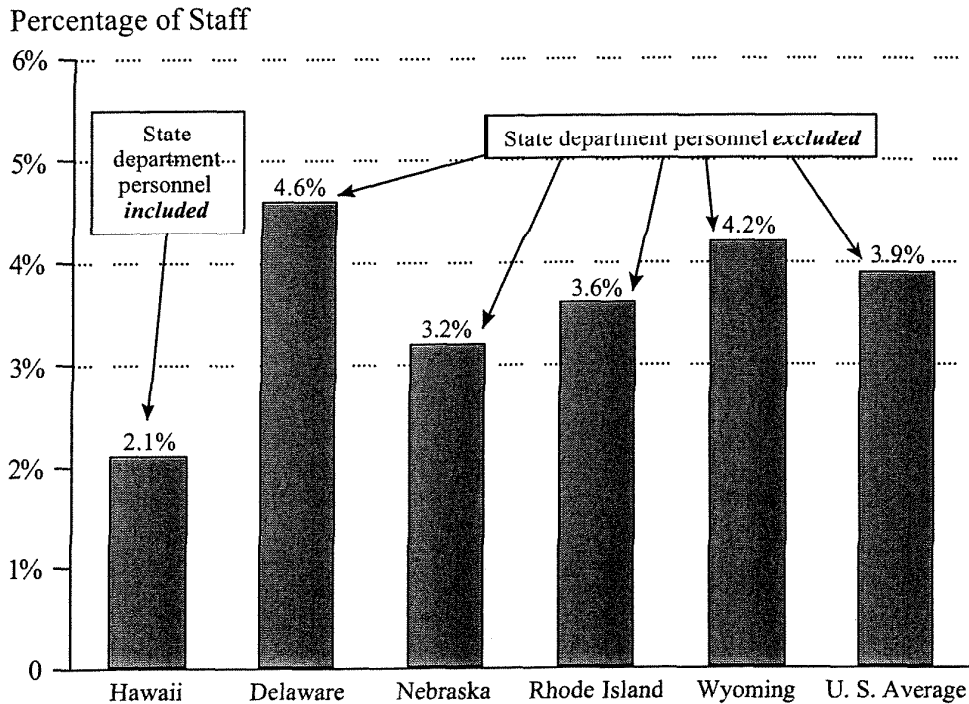
Hawaii's public schools have a very diverse population of students. Like the state's population as a whole, its students come from a much wider range of ethnic and cultural backgrounds than is commonly encountered on the mainland. Hawaii's public school teachers are also more diverse than their mainland counterparts, but they are both less diverse and different ethnically and culturally than their students. The proportions of students and teachers from different ethnic groups are shown in **Figure 7**. One aspect not brought out in this graph is the extent to which an increasing portion of the population represents persons of mixed ethnic and cultural heritage.

The ethnic differences reflected in this graph highlight the state's changing demography. The teaching population represents the demography—and the educational opportunities—of a generation or more earlier than that of current public school students. An important part of the challenge to our educational system is bridging the differences of ethnicity and culture to make educational and economic opportunity real for the state's future citizens now enrolled in public school. This challenge can be especially daunting for new teachers recruited from the mainland for whom even the common culture of the islands is new and different. This is an increasingly frequent situation. Since the islands' institutions of higher education produce less than half the number of qualified teachers that the state needs, we must increasingly recruit new teachers from out of state.



Figure 8. Administrative Staff as a Proportion of Total Staff,
Hawaii and Comparison States, Fall 2000

**Administrative
Staffing
Levels**



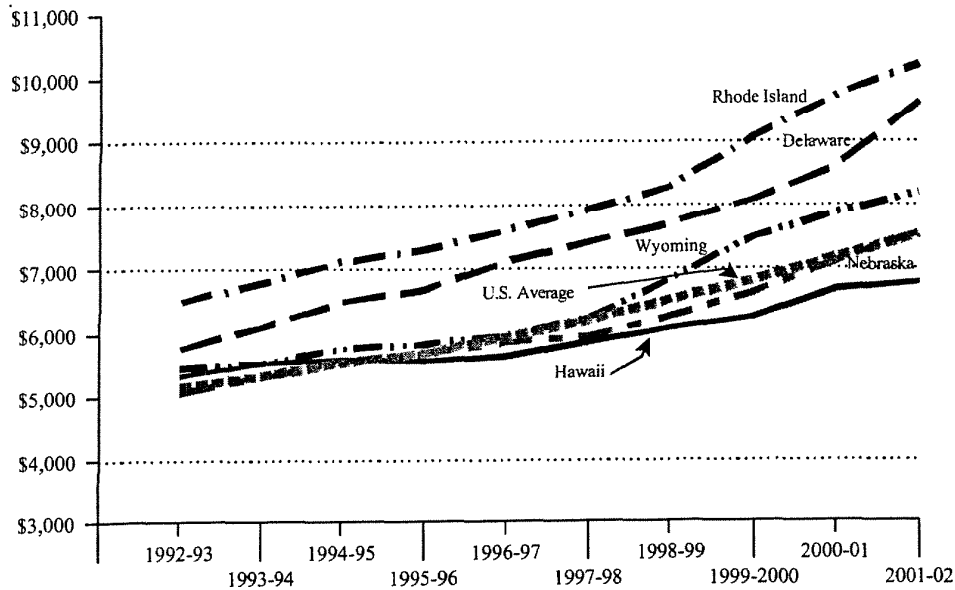
There is a common myth in Hawaii that the public school system is “top-heavy” with administrators compared to school systems in other states. The myth has no basis in fact. The number of administrators as a percentage of the total staff in the state’s school system is actually smaller than in other states. **Figure 8** shows the 2000-01 percentages of professional staff performing district administrative functions in Hawaii and comparison states. Hawaii’s percentage (2.1%) is the lowest of the group.³ Even this graph understates the relative leanness of Hawaii’s bureaucracy. As noted in the graph, the data for other states are for *district* administrative personnel only. Their state department personnel are excluded. In Hawaii, we cannot distinguish between state and district personnel; they are the same. So, the Hawaii data include *both* state and district administrative personnel. If state department administrators were added to other states’ percentages of administrative staff, it would make Hawaii’s 2.1% appear very small indeed.



Expenditures for Public Education

Figure 9. Expenditures per Pupil, Hawaii and Comparison States

Per Pupil
Expenditures



In its ability to fund state and local government, Hawaii is a comparatively wealthy state. It is among the leading states in *per capita* revenues and expenditures. In 2000, Hawaii ranked **third** in the nation on the amount of money state and local government raised in general revenue *per capita*. It ranked **fourth** on its state and local general expenditures *per capita*.⁴ Given this relative wealth of governmental resources, the question arises, "How well does Hawaii support its system of public education?"

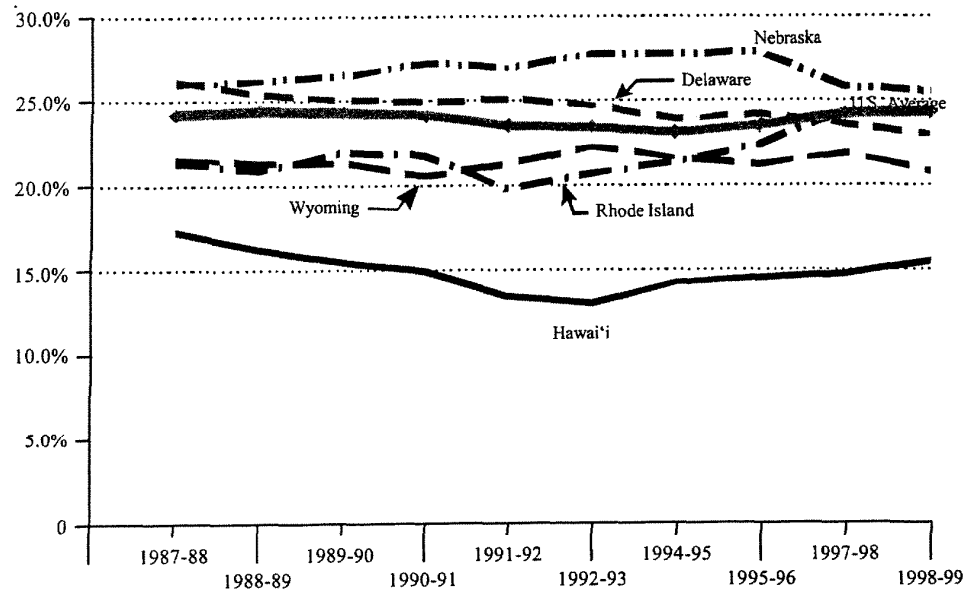
The state's per pupil expenditures over the last 10 years are compared to the national average and those of selected states in **Figure 9**. Early in that period, Hawaii's rank among the states rose as high as 19th, with per pupil expenditures about 4% above the national average. Hawaii, however, has not kept pace with other states. Its per-pupil spending increased, but it increased incrementally while other states invested much more substantially in K-12 education. The result was that Hawaii's standing among the states fell.

By 2002, the latest year for which reliable data are available, Hawaii's rank on per-pupil expenditures had fallen to 33rd. Its current per-pupil operating expenditures were 10% *below* the U.S. average. This raises a troublesome issue. If Hawaii is in the top five states in state *per capita* revenue generation and spending, why is its spending on education well below the U.S. average? The answer lies in the relative priority the state gives to funding its public education system.



**Fiscal
Priority**

Figure 10. Percentage of State and Local Expenditures Allocated to Public K-12 Education, Hawaii and Comparison States



A reliable indicator of the fiscal priority states put on the support of public education is the proportion of total state and local expenditures allocated to the operation of public elementary and secondary schools. Rather than viewing school expenditures in isolation, this measure shows the fiscal priority that state and local policymakers collectively give to public education by comparing **school** expenditures to the **total** expenditures of state and local governments. The total for both state and local governments is used because schools in the other 49 states are funded jointly by state and local governments. The proportions of state and local expenditures allocated to K-12 public education by Hawaii and comparison states from 1987-88 to 1998-99 are presented in **Figure 10**. On this measure of support for public education, Hawaii has consistently ranked *last* among the states.

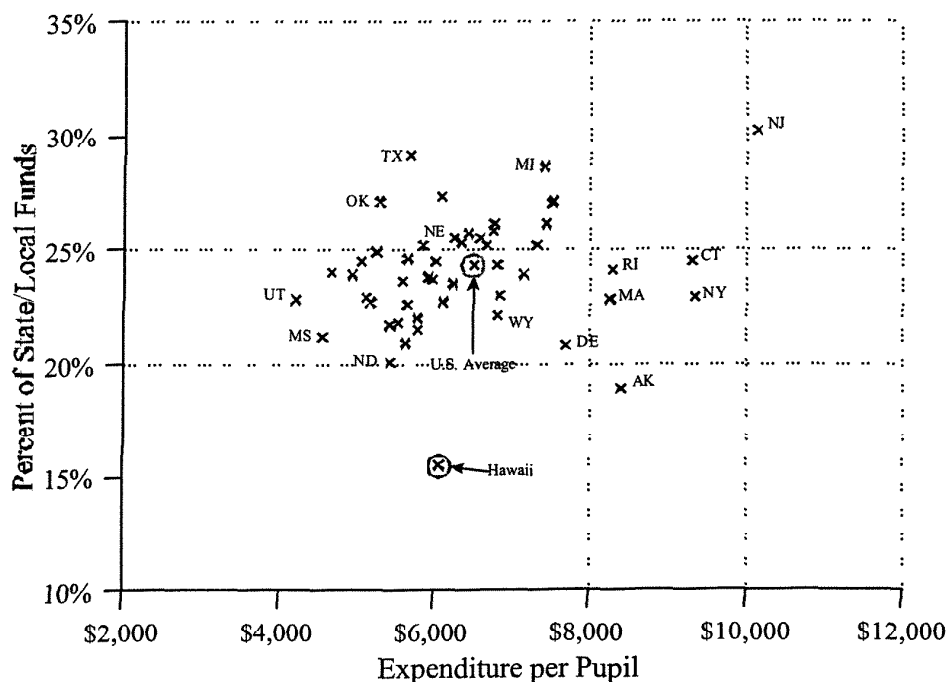
It should be noted that data on education expenditures in relation to total state and local spending take considerably more time for NCES to compile than do those on education expenditures alone. These data require complete data on expenditures from all levels of government, which in other states includes the state, counties, cities, townships, and school districts. This is why the latest data on this measure are for 1998-99.

Hawaii's low rank is not a close contest with other states. A scatter plot of the combination of states' per-pupil operating expenditures and their proportions of state and local expenditures made for public education in 1998-99 is shown in **Figure 11**. On this graph it is clear that Hawaii stands apart from the other states. While its per-pupil expenditures are mediocre, about 7% below the average, there is no other state even close to Hawaii public education's low percentage of total state and local spending. If Hawaii had devoted the national average



Figure 11. Percentage of State and Local Expenditures Allocated to Public K-12 Education vs Per-Pupil Spending, All States, 1998-99

**Expenditure
and Priority
Compared**



percentage (24.3%) of state and local spending to education in 1998-99, it would have spent \$9,530 per-pupil, over 50% more than it did, and would have ranked 2nd among the states on per-pupil spending.

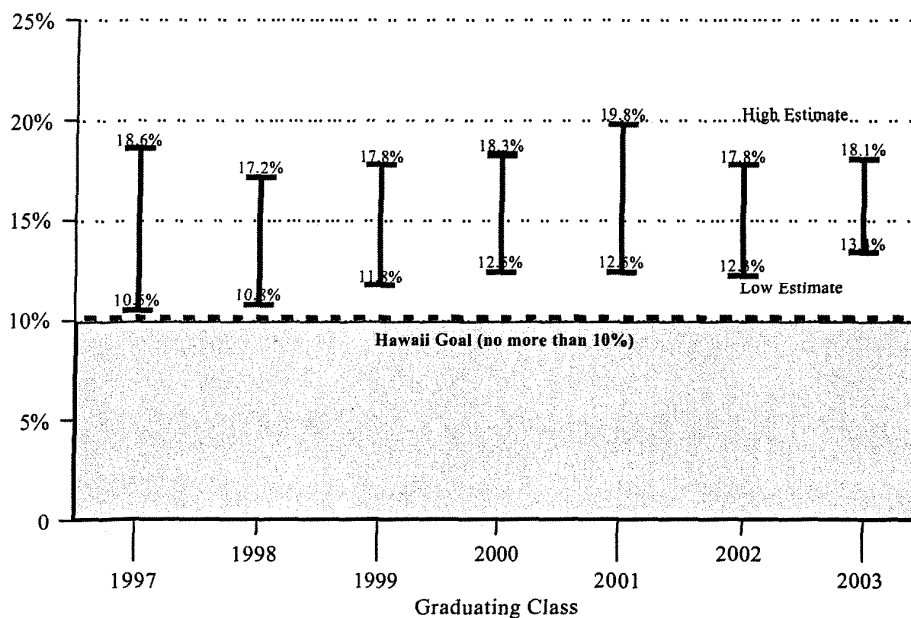
The extremely low proportion of state and local expenditures allocated to public education in Hawaii in comparison to its peers warrants some explanation. Hawaii is the only state that operates its public schools with only state and federal funds. As noted above, all of the other 49 states jointly fund education with local governments, i.e., school districts. In most states, school districts have authority to levy taxes, usually property taxes; and they provide between 28% (Alaska) and 68% (Nevada) of the state and local funding for public schools.⁵ Where the power of local school districts is not restricted, local communities can and do tax themselves relatively heavily to support *their* schools. In those states that have outstanding local school systems, it is the people in those communities who have chosen to promote that excellence with their local tax support. In Hawaii there is no comparable contribution to school funding from local governments, and communities' only way of contributing support for their schools is via voluntary fund-raisers. The difference in cost between mediocre and excellent schools is beyond our capacity to bridge with bake sales and carnivals.⁶



Student Outcomes and Behavior

Figure 12. Estimated Cohort Dropout Rates, Classes of 1997 through 2003

**Dropout
Rates**



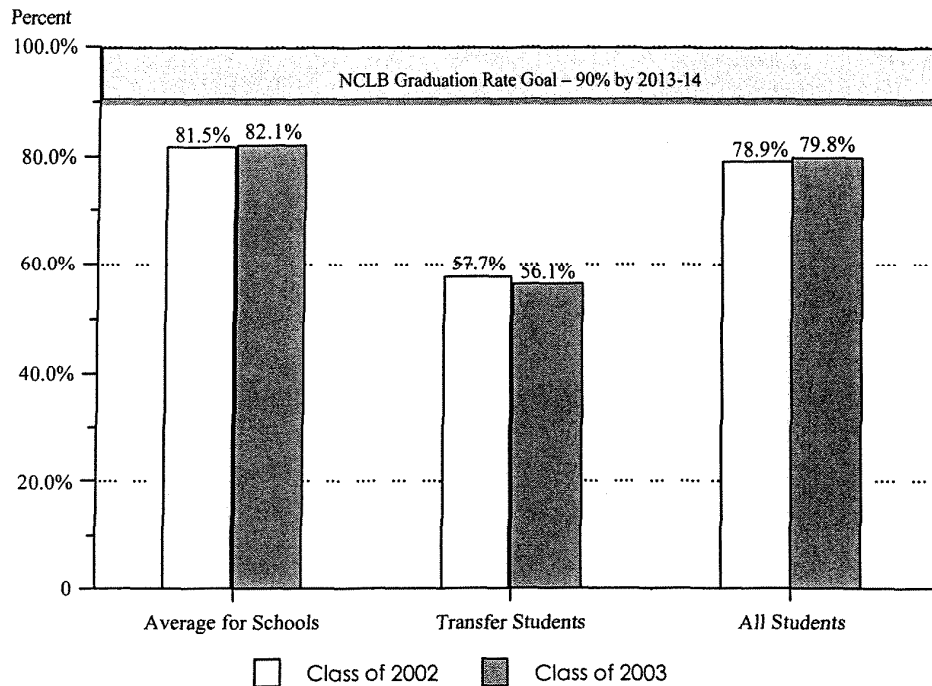
The matter of school dropouts goes to the heart of our schools' reason for being: to prepare students to live productive lives as contributing members of society. Dropping out of school, whatever the reason, cuts that preparation short and is associated with a wide range of social and economic problems, most importantly the dropouts' reduced prospects of long-term gainful employment and earning capacity. The National Center for Education Statistics (NCES) has developed standard definitions of dropouts and standardized the reporting of dropout statistics. From annual "event" dropout rates calculated for NCES, we have estimated cumulative dropout rates for the classes of 1997 through 2003. These estimated cumulative dropout rates are shown in **Figure 12**. The dropout rates are shown as a range, within which the "true" dropout rate resides. The upper limit of this range includes many students whose status is simply unknown and who are *assumed* to be dropouts. These include students transferring to other states or countries whose enrollment in destination schools has not been confirmed. Students of unknown or unconfirmed outcome are about one-third to one-half of the total counted as dropouts. The lower limit includes only those students who have been verified as dropouts.

In 1989-90 the nation's governors established eight National Education Goals, and Hawaii adopted the companion *Hawaii Goals for Education*.⁷ One of those goals was increasing the rate of high school completion to 90% and conversely lowering the cumulative dropout rate to no more than 10%. This goal is shown in **Figure 12** above as a shaded area, bounded by a dashed red line. Our cumulative dropout rates are obviously well above the goal we have adopted. Reducing them should be a major goal over the next decade.



**Four-Year
Graduation
Rates**

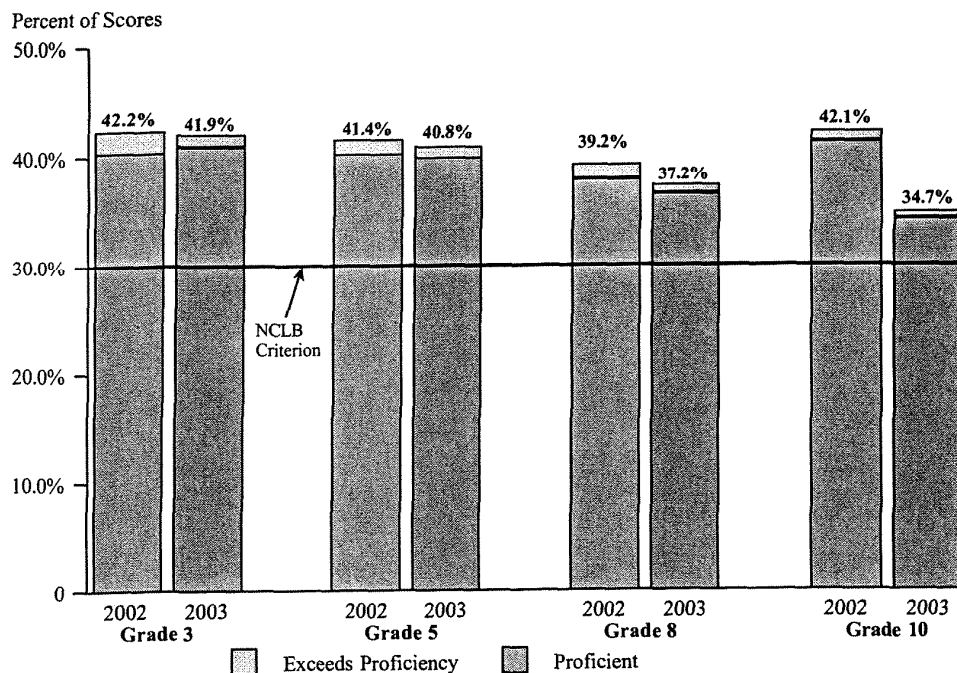
Figure 13. Actual Four Year Graduation Rates, Classes of 2002 and 2003



The converse of the cumulative dropout rate is the graduation rate. When individual students are tracked from their entry into high school through the end of what normally would be their senior year, they can be placed into one of three categories: (1) those who graduated on time, (2) those who transferred to schools elsewhere, and (3) all others.⁸

The four-year graduation rate is the number of graduates divided by the number in the original cohort, minus the number who transferred. This graduation rate is one of the indices used to evaluate school performance under the federal No Child Left Behind Act (NCLB). A graph of four-year graduation rates for the classes of 2002 and 2003 is shown in **Figure 13**. In this graph, three groups are displayed: (1) students who remained in the same school for four years, (2) students who transferred to other public schools within state, and (3) all students. The original Hawaii goal of graduating 90% of each entering freshman class is indicated by the shaded area at the top of the graph. That goal has now also become the state NCLB target for 2013-14. The current NCLB target (70% for each school) is shown as a dashed blue line.

It is obvious from **Figures 12 and 13** that we have some progress yet to make before we meet the goal we have set to raise our graduation rate (and conversely lower our dropout rate). It is clear from **Figure 13** that reaching those goals will require providing much stronger support and follow-up for those high school students who transfer between schools. Much of that problem is most likely associated with conditions associated with transiency: poverty, instability in families, homelessness, and other social problems.

**Figure 14.** Hawaii Content and Performance Reading Assessments, 2002 and 2003

Hawaii
Content and
Performance
Standards
Assessments

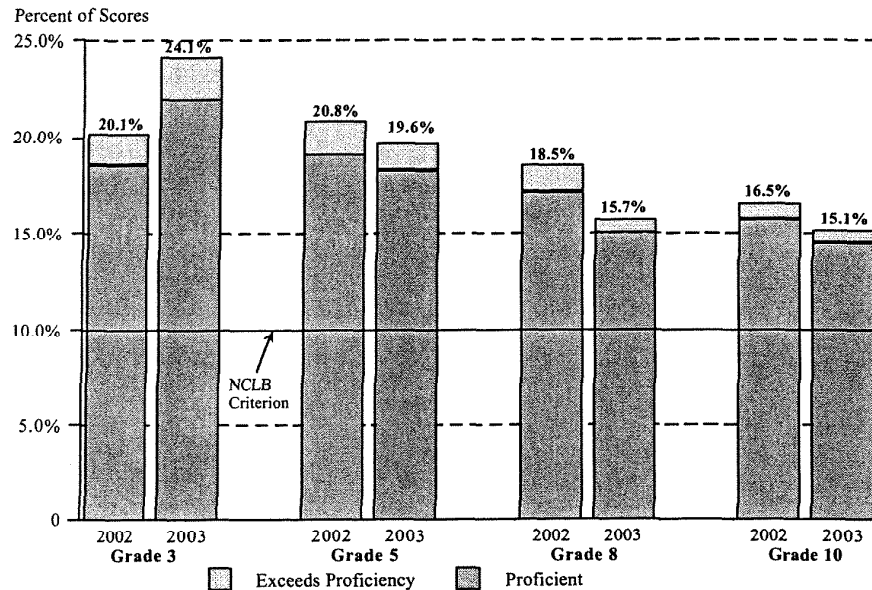
Reading

The revised Hawaii Content and Performance Standards (HCPS-II) assessments of proficiency in reading and mathematics were administered for the first time in spring 2002. Standards for the assessments' four proficiency levels were established in fall 2002, using data from the first administration that spring. These assessments were devised to measure achievement of Hawaii's revised content and performance standards. The standards were intended to be challenging, even for the best students; they were not intended to represent minimum acceptable levels of performance. The context in which the standards and assessments were created has been radically changed by the passage of the federal No Child Left Behind Act. NCLB requires that *all* students in grades 3 through 8 and grade 10—regardless of disability, disadvantage, or lack of English-speaking background—must meet the state's standard for proficiency by the 2013-14 school year.

Beginning in 2002, a formula in NCLB sets a criterion for the initial percentage of students who must meet the state's standard for proficiency.⁹ The levels of reading proficiency achieved by students in grades 3, 5, 8, and 10 in 2002 and 2003 are shown in **Figure 14**. The NCLB criterion that all groups and schools must meet is shown by a blue line. In reading, that criterion is set at 30% of students scoring proficient or better.



Mathematics **Figure 15.** Hawaii Content and Performance Mathematics Assessments, 2002 and 2003

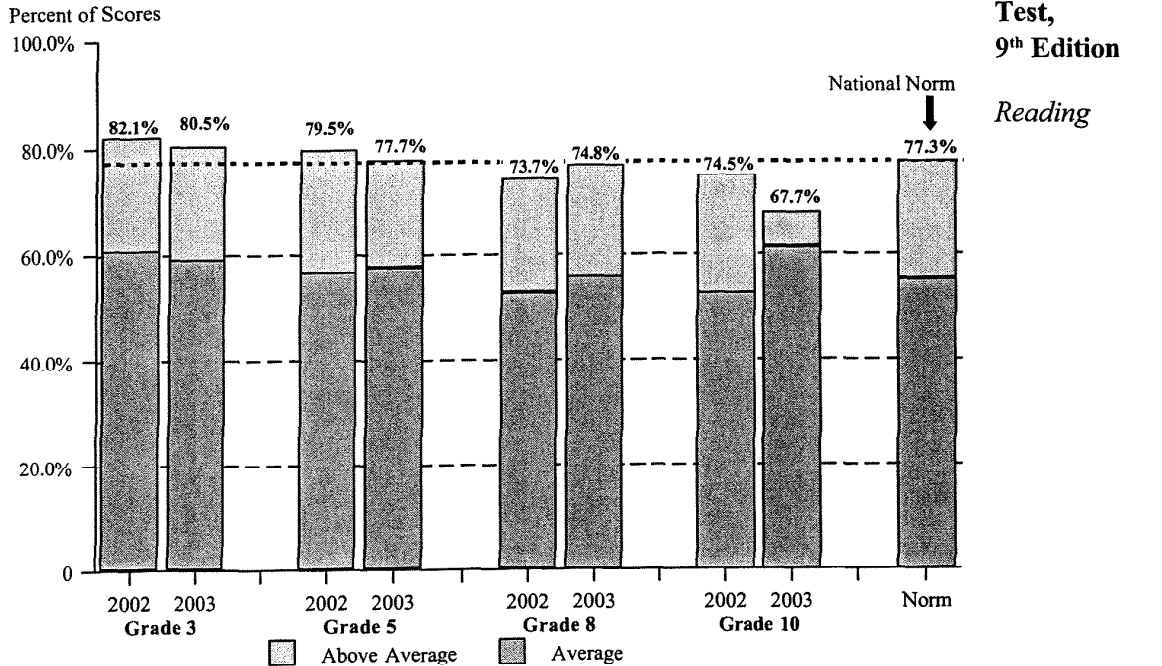


The HCPS assessments in mathematics are substantially more difficult for students than are those in reading. The standards on which the assessments are based are *mathematics* standards, not arithmetic standards; and the tasks on which students are expected to show proficiency are far from trivial. The percentages of students demonstrating proficiency on the HCPS assessments in mathematics in grades 3, 5, 8, and 10 in 2002 and 2003 are shown in **Figure 15**. As with the previous graph, the NCLB criterion that all groups and schools must meet is shown by a blue line. The current NCLB criterion in mathematics is 10% of students scoring proficient or better.

The NCLB criteria for percentage of students proficient will increase in regular steps every two or three years so that they reach the federally mandated standard of 100% of *all* students proficient by 2014. The criterion in reading will rise from 30% of students scoring proficient to 44% for the 2004-05 school year and to 58% in 2007-08. The percentages of students expected to show proficiency rise much faster for mathematics because they still must reach 100% by 2014 and must rise in equal increments. The current NCLB criterion in mathematics will rise from 10% to 28% (almost tripling) in the 2004-05 school year and to 46% in 2007-08. That means that even the best scoring group (3rd graders) in 2002-03 must substantially increase its percentage proficient by next year, when the new NCLB criterion will apply. For students in the other grades, the rising bar represents a truly formidable challenge. It is clear from the data presented here that, the performance of subgroups aside, there will need to be substantial improvement in the percentages of students demonstrating proficiency in both reading and mathematics at all grade levels for the state to “stay ahead of the curve” of rising NCLB expectations.



Figure 16. Stanford Achievement Test, 9th Edition, Reading, 2002 and 2003



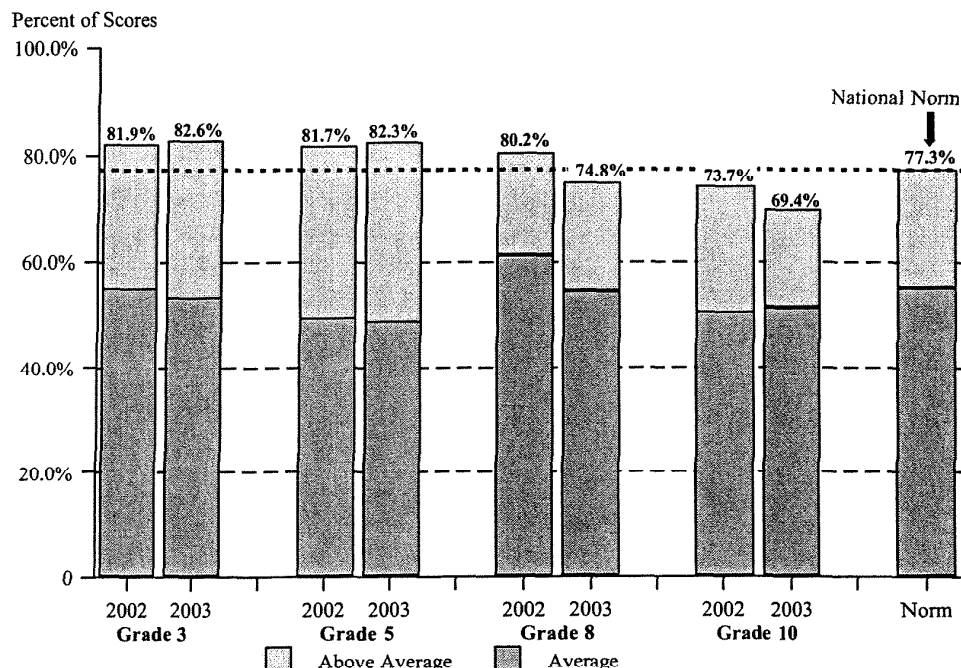
The performance of Hawaii's students on the Stanford Achievement Test, 9th Edition, (SAT9) is quite different from their performance on the HCPS-II assessments. The SAT9 is norm-referenced; students' scores on this test reflect how well they performed in comparison to a large group (the norm sample) on which the test scores were standardized. Scores are grouped into three sets, *below average*, *average*, and *above average*. **Figure 16** shows the proportions of *average* and *above average* scores on the SAT9 reading for Hawaii's 3rd, 5th, 8th, and 10th grade students in 2002 and 2003, compared to the proportions in those categories for the SAT9's national norms. **Figure 17** (next page) shows the same information for the SAT9 mathematics test. (The proportion that are *below average* can be deduced by subtraction from 100%.)

On these graphs, Hawaii's students look about average, as compared to the SAT9 norm group. The state's 3rd and 5th grade students performed at or a little above the SAT9 norms. The performance of 8th graders was mixed, a little below average in reading, modestly above average in math in 2002 and a little below in 2003. The performance of 10th grade students was below the SAT9 norms on both reading and math. This pattern has been fairly consistent over the years, but we do not have a clear explanation for it. However, there is a consistent drop in 10th graders' scores this year on all four tests that may indicate a one-time cohort effect, a difference reflecting a difference between the 10th grade students this year and those of previous years. This will be clearer if next year's 10th grade scores "bounce back."



Mathematics

Figure 17. Stanford Achievement Test, 9th Edition, Mathematics, 2002 and 2003



Since students' performance looks quite different on the HCPS-II and SAT9, it is worth noting the differences in the two examinations. The HCPS-II assessments are standards-based and use a combination of multiple-choice and "constructed response" questions. Constructed response items require the student to create a response, such as writing a paragraph or explaining the calculations he or she made to arrive at an answer. The student's score on the HCPS-II reflects how well the student has mastered tasks related to specific standards. By contrast, the SAT9 consists solely of multiple-choice questions; there are no essay or constructed response questions. On the SAT9, students' scores reflect where they would have ranked in the norm sample, not their mastery of the test content.

The validity of both HCPS-II and SAT9 test scores depends on the intrinsic motivation of students to do their best. We do know that students' motivation to perform well on tests like the SAT9 declines with age, probably as a normal outgrowth of their growing independence as individuals. The proportions of students who turn in incomplete or even empty answer sheets rises with students' age, and this clearly indicates lack of effort. (Testing practices encourage students to answer every question, using their best guess if they don't know the answer.) There are no explicit incentives for either performance or effort on these tests, and some students may not see the tests as important to them. Since the SAT9 was administered in combination with the HCPS-II, there may also be some frustration with the extent of testing reflected in 8th and 10th graders' performance as well.



Students may be suspended from school for four classes of misconduct: Class A, felonies such as assault or burglary; Class B, misdemeanors like gambling, harassment, or trespassing; Class C, violation of department rules; and Class D, violation of local school rules. When a student is suspended for Class A or B misconduct, filing a police report is required by law. Police reports are not required for Class C or D offenses.

Student Suspensions

Although the Chapter 19 suspension classifications are related to the general seriousness of the behavior involved, they do not reflect the degree to which students' behavior actually threatened the safety or property of others. Therefore, the specific charges for which students were suspended were also categorized to reflect the degree of threat to safety or property involved. In this analysis, charges were classified by the categories listed in **Table 2** below. The designations in parentheses are the classification codes used by the department under Chapter 19. The incidence rates of offenses in these categories are shown in **Figure 18** (next page). In this analysis there are more offenses than suspensions because a student may have committed more than one offense in the incident for which he or she was suspended from school.

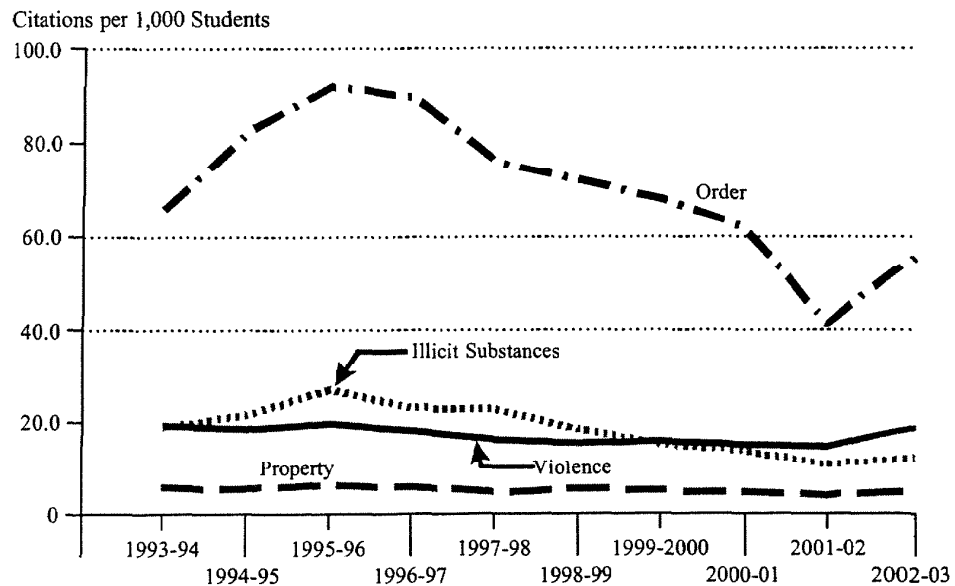
Table 2. Safety Categories Derived from Suspension Charges

Category	Charges Included
Violence	Assault (A01), Dangerous Weapons (A15), Extortion (A07), Firearms (A16), Murder (A18), Robbery (A11), Sexual Offenses (A12), Terroristic Threatening (A13), Harassment (B04)
Property	Burglary (A14), Property Damage (A10), Theft (B09), Trespassing (B10)
Illicit Substances	Alcohol use or possession (A24), Drug Paraphernalia (A23), Marijuana use or possession (A21), Other illicit substance use or possession (A27), Sale of illicit substances (A22), Smoking or Tobacco (C04), Contraband (D01)
Order	Disorderly Conduct (B02), False Alarm (B17), Gambling (B03), Insubordination (C02), Laser Pen or Pointer (C06), Other Prohibited Conduct (D02)

There are some quirks in the discipline data that require explanation. The system of reporting student discipline was changed in 2001-02, and the new system had some problems that are typical of new computer systems, particularly slow response times and unfamiliarity of school personnel with the new system. During that first year with the new system, data were lost. About 3,000 fewer incidents were reported in 2001-02 than in 2000-01. Improvements to the system and training of school personnel brought the numbers of incidents reported in 2002-03 back to a number near that of 2000-01. There were 17,310 offenses cited in student suspensions for the 2002-03 school year, about 17,500 in 2000-02, and 14,300 in 2001-02. The drop in reported incidents in 2001-02 should not be interpreted as reflecting real changes in student misconduct. The drop was an artifact of the change in reporting systems.



Figure 18. Charges Categorized by Type of Incident, 1993-94 to 2002-03



In 2002-03 as in the past, the most prevalent problems reflected in student offenses are breaches of order. The incidence of these offenses peaked in 1995-96 and has steadily declined since. Offenses involving illicit substances also crested in 1995-96 and have declined since. Property offenses have a consistently low level of incidence. The incidence rate of violence may be an exception. That rate had gradually declined since 1995-96, but it increased in 2002-03 back to a rate near that of 1995-96.

The two most frequently cited charges, accounting for over half (52.2%) the total, were for insubordination and disorderly conduct. The third and fourth most frequently cited charges were harassment (8.9%) and assault (6.9%). These two categories account for most of the increase in violent offenses this year. Smoking or other use of tobacco (4.1%) was less frequent than in 2000-01. Citations for possession or use of illicit substances (6.2%) increased from the number in 2000-01. This and the increase in offenses involving violence will bear watching. However, both increases may have resulted in part from greater emphasis by school leaders on dealing proactively with violence, like hazing and bullying, and with the use of illicit substances. Finally, one should note that *no public school* in Hawaii has been identified as a “persistently dangerous school” as defined in compliance with the federal “No Child Left Behind Act.”



Notes

1. This report is required by §302A-1004, Hawaii Revised Statutes. The development of an educational accountability system, already underway by the department, was requested by Act 371, Session Laws Hawaii 1989. The present system of reports was institutionalized by Act 364, Session Laws Hawaii 1993, as amended by Act 272, Session Laws Hawaii 1994, Act 074, Session Laws Hawaii 1999, and Act 238, Session Laws Hawaii, 2000.
2. U.S. Bureau of the Census, *Statistical Abstract of the United States: 2002* (122nd edition), Washington, D.C., 2002, online, <http://www.census.gov/prod/www/statistical-abstract-us.html>, Table 18 (population), Table 643 (income), Table 430 (expenditures), and Table 429 (revenue). National Center for Education Statistics, *Early Estimates of Public Elementary and Secondary Education Statistics: School Year 2001-02*, NCES 2002-311, online, <http://nces.ed.gov/pubs2002/2002311.pdf>, Table 1 (enrollment).
3. U.S. Department of Education, National Center for Education Statistics, *Digest of Education Statistics, 2002*, NCES 2003-060, Washington, D.C., 2003, online, <http://nces.ed.gov/pubs2003/2003060.pdf>, Table 81, p. 91. The percentage is calculated by dividing the sum of district “officials and administrators” and “administrative support staff” by the total staff.
4. *Statistical Abstract 2002*, Table 429 (revenue) and Table 430 (expenditures).
5. *Digest of Education Statistics*, Table 157, p. 182. The percentage division between state and local funding is calculated by deleting federal and private contributions from the total. The average federal and private contributions to public education revenues were 7.3% and 2.4% respectively in 1999-2000. “Private” contributions include gifts, tuition, and fees charged to patrons.
6. The view that Hawaii’s system of centralized state funding results in a low priority for funding the education of its children is corroborated by a recent study done by the Hawaii Educational Policy Center at the University of Hawaii at Manoa. This study reported that in 1996, Hawaii spent \$5,536 *per capita* for all public services, 23.5% *above* the national average. By contrast, the state spent \$1,308 *per capita* for all levels of education, 13.1% *below* the national average, and \$800 *per capita* on public K-12 education, 24.1% *below* the national average. See Thomas, Scott L. *Comparative Levels of State Support for Public Education in Hawaii*, Honolulu, Hawaii Educational Policy Center, University of Hawaii at Manoa, 2001, p. 8.
7. After being developed by a national education summit of the nation’s governors in 1989, the National Education Goals were enacted into law by Congress in 1994 as section 102 of Public Law 103-227 (20 USC 5812). The Hawaii Goals for Education resulted from meetings of state leaders in June and September, 1990. Hawaii State Department of Education, *Hawaii Goals for Education*, RS 91-0163, Honolulu, 1991.
8. The category of all others includes students who dropped out, those who have not finished and are continuing in school, and those who completed school but received certificates of completion instead of diplomas. The latter category is now limited to special education students with individually planned programs tailored to their needs and capabilities.



9. The NCLB criterion for schools, school districts, and states is determined by the higher of two percentages: (1) the percentage of students scoring proficient or better in the lowest scoring group, or (2) the percentage of students scoring proficient in the school at the 20th percentile by enrollment. The latter is determined by listing schools in rank order by percentage proficient and counting up from the lowest ranked school until the total enrollment of schools counted reaches or exceeds 20% of total enrollment. The NCLB criterion must increase at least every three years in equal increments to reach 100% for the school year 2013-14.



Data Tables

Table 3. Enrollment in Hawaii Public and Private Schools, 1993-94 to 2002-03
(Figures 1 and 4)

	1993-94	1994-95	1995-96	1996-97	1997-98	1998-1999	1999-2000	2000-1	2001-2	2002-03
Public										
Elementary	104,227	105,598	107,254	107,979	108,197	107,046	105,509	104,253	103,216	101,375
Secondary	75,649	77,566	79,327	80,506	81,084	80,349	79,527	79,267	80,413	81,423
Total	179,876	183,164	186,581	188,485	189,281	187,395	185,036	183,520	183,629	182,798
Growth	2,953	3,288	3,417	1,904	796	-1,886	-2,359	-1,516	109	-831
Growth Rate	1.7%	1.8%	1.9%	1.0%	0.4%	-1.0%	-1.3%	-0.8%	0.1%	-0.5%
										3.3%
Regular Schools		182,456	185,835	187,641	188,473	186,560	184,252	182,179	180,563	179,448
Percent of Total		84.2%		84.9%	85.0%	84.9%	84.5%	83.9%	83.3%	82.5%
Charter Schools		708	746	844	808	835	784	1,341	3,066	3,350
No. schools		2	2	2	2	2	2	6	22	25
Percent of Total		0.3%		0.4%	0.4%	0.4%	0.4%	0.6%	1.4%	1.5%
Private										
Elementary	16,546	16,191	No Data Reported	15,504	15,440	15,021	14,868	17,390	16,064	15,870
Secondary	17,031	17,343	No Data Reported	17,046	17,126	17,337	18,194	16,304	17,162	18,945
Total	33,577	33,534	No Data Reported	32,550	32,566	32,358	33,062	33,694	33,226	34,815
Percent of Total	15.7%	15.5%		14.7%	14.7%	14.7%	15.2%	15.5%	15.3%	16.0%

Note: Public and charter school enrollments are taken from DOE official enrollment reports. Private school enrollments prior to 1995-96 are from the same source. Subsequent private school enrollments are from Hawaii Council of Private Schools, Private School Enrollment Report, annual. The 2002-03 report is online at <http://www.hais.org/forms/enroll0203.pdf>.

Table 4. Enrollment by District, 1992-93 to 2002-03
(Figure 2)

	Honolulu	Central	Leeward	Windward	Hawaii	Maui	Kauai
1992-93	34,195	35,763	31,449	19,784	26,318	18,835	10,503
1993-94	34,597	35,985	32,126	19,785	29,946	19,527	10,826
1994-95	34,715	36,575	33,235	19,745	27,703	20,189	10,937
1995-96	35,098	36,436	34,721	19,994	28,083	20,992	11,176
1996-97	35,365	35,985	35,982	20,297	28,257	21,463	11,065
1997-98	35,354	35,538	37,071	19,980	28,508	21,712	11,039
1998-99	35,256	34,706	37,110	19,673	27,993	21,608	10,962
1999-2000	34,743	33,924	36,919	19,424	27,557	21,570	10,821
2000-01	34,217	33,505	37,152	18,985	27,233	21,645	10,697
2001-02	33,277	33,749	37,672	18,268	25,470	21,596	10,443
2002-03	32,800	33,566	38,250	18,019	24,969	21,488	10,263
10 Year Growth	-1,395	-2,197	6,801	-1,765	-1,349	2,653	-240



Table 5. Classroom Shortage or Excess by District, 1994-95 and 2002-03
(Figure 3)

	1994-95						
	Honolulu	Central	Leeward	Windward	Hawaii	Maui	Kauai
Elementary	128	-43	-92	25	-76	-15	-35
Secondary or K-12	68	-54	-99	-10	-99	-80	-56
Total	196	-97	-191	15	-175	-95	-91
	2002-03						
	Honolulu	Central	Leeward	Windward	Hawaii	Maui	Kauai
Elementary	-17	57	9	28	87	26	27
Secondary or K-12	82	-37	-34	0	60	-33	29
Total	65	20	-25	28	147	-7	56

Table 6. Disadvantages Affecting Public School Students in Hawaii, 2002-03
(Figure 5)

	Headcount	Percent
E.S.L. only	2,804	1.5%
Special Education only	7,529	4.1%
Poverty only	61,974	33.9%
Sect. 504 only	846	0.5%
Multiple Disadvantages	20,359	11.1%
Non-Disadvantaged	89,188	48.8%
Total	182,700	100.0%

Table 7. Average Attendance Rates by School Type, 1997-98 to 2002-03
(Figure 6)

	Elementary	Intermediate	High	Multi-Grade	Charter
1997-98	94.4%	93.9%	90.2%	89.7%	95.0%
1998-99	94.7%	93.9%	90.8%	90.1%	95.4%
1999-2000	94.7%	94.1%	90.6%	89.8%	95.2%
2000-01	94.6%	94.1%	91.4%	89.6%	92.5%
2001-02	94.5%	94.0%	91.4%	89.8%	92.1%
2002-03	94.6%	93.9%	91.3%	90.9%	92.8%



Table 8. Ethnicity of Students and Teachers, 2002-03
(Figure 7)

Ethnicity	Students	Teachers
African-American	2.4%	0.6%
Caucasian	14.4%	25.9%
Chinese	3.2%	5.1%
Filipino	20.1%	6.0%
Hawaiian/Part-Hawaiian	26.0%	10.4%
Hispanic	4.6%	0.2%
Japanese	11.0%	37.7%
Korean	1.4%	0.9%
Native American	0.5%	0.0%
Samoan	3.6%	0.4%
Other	12.8%	12.9%
Total	100.0%	100.0%

Table 9. Administrative Staff as a Proportion of Total Staff
Hawaii and Comparison States
(Figure 8)

	Hawaii	Delaware	Nebraska	Rhode Island	Wyoming	U. S. Average
1994-95	2.7%	4.0%	3.6%	3.1%	2.1%	4.0%
1995-96	2.4%	4.0%	3.4%	3.5%	2.3%	3.9%
1996-97	2.3%	4.1%	3.7%	3.3%	3.2%	4.1%
1997-98	2.3%	4.1%	3.6%	3.4%	3.0%	4.0%
1998-99	2.2%	4.0%	3.5%	3.1%	3.8%	3.8%
1999-2000	2.2%	3.3%	3.5%	3.7%	4.1%	3.9%
2000-01	2.1%	4.6%	3.2%	3.6%	4.2%	3.9%

Table 10. Expenditures per Pupil, Hawaii and Comparison States
(Figure 9)

Year	Hawaii	Delaware	Nebraska	Rhode Island	Wyoming	U. S. Average	HI Difference from U.S. Average
1992-93	\$5,332	\$5,753	\$5,064	\$6,501	\$5,462	\$5,160	\$172 3.3%
1993-94	\$5,533	\$6,101	\$5,310	\$6,797	\$5,534	\$5,327	\$206 3.9%
1994-95	\$5,597	\$6,502	\$5,555	\$7,126	\$5,753	\$5,529	\$68 1.2%
1995-96	\$5,560	\$6,696	\$5,688	\$7,304	\$5,826	\$5,689	-\$129 -2.3%
1996-97	\$5,633	\$7,135	\$5,848	\$7,612	\$5,971	\$5,923	-\$290 -4.9%
1997-98	\$5,858	\$7,420	\$5,958	\$7,928	\$6,218	\$6,189	-\$331 -5.3%
1998-99	\$6,081	\$7,706	\$6,256	\$8,294	\$6,842	\$6,508	-\$427 -6.6%
1999-2000	\$6,246	\$8,097	\$6,637	\$9,073	\$7,494	\$6,811	-\$565 -8.3%
2000-01	\$6,682	\$8,609	\$7,118	\$9,717	\$7,883	\$7,156	-\$474 -6.6%
2001-02	\$6,775	\$9,612	\$7,547	\$10,216	\$8,203	\$7,524	-\$749 -10.0%



Table 11. Percentage of State and Local Expenditures Allocated to Public K-12 Education
Hawaii and Comparison States
(Figure 10)

	1987-88	1988-89	1989-90	1990-91	1991-92	1992-93	1994-95	1995-96	1997-98	1998-99
Hawaii	17.3%	16.3%	15.5%	15.0%	13.5%	13.1%	14.3%	14.5%	14.8%	15.5%
Delaware	21.6%	21.4%	21.4%	20.6%	21.3%	22.2%	21.6%	21.2%	21.9%	20.8%
Nebraska	26.0%	26.2%	26.5%	27.2%	26.9%	27.7%	27.7%	27.8%	25.8%	25.5%
Rhode Island	21.4%	20.9%	22.0%	21.8%	19.8%	20.7%	21.4%	22.4%	24.4%	24.1%
Wyoming	26.2%	25.4%	25.1%	24.9%	25.1%	24.7%	23.9%	24.2%	23.6%	23.0%
U. S. Average	24.2%	24.4%	24.3%	24.1%	23.5%	23.4%	23.1%	23.5%	24.2%	24.3%

Table 12. Percentage of State and Local Expenditures Allocated to Public K-12 Education
vs. Per-Pupil Expenditures, All States, 1998-99
(Figure 11)

		Per pupil	Pct. Revenue
United States	US	\$6,508	24.3%
Alabama	AL	\$5,188	22.7%
Alaska	AK	\$8,404	18.9%
Arizona	AZ	\$4,672	24.0%
Arkansas	AR	\$4,956	23.9%
California	CA	\$5,801	21.5%
Colorado	CO	\$5,923	23.8%
Connecticut	CT	\$9,318	24.5%
Delaware	DE	\$7,706	20.8%
District of Columbia	DC	\$9,650	15.0%
Florida	FL	\$5,790	22.0%
Georgia	GA	\$6,092	27.3%
Hawaii	HI	\$6,081	15.5%
Idaho	ID	\$5,066	24.5%
Illinois	IL	\$6,762	25.8%
Indiana	IN	\$6,772	26.1%
Iowa	IA	\$6,243	23.5%
Kansas	KS	\$6,015	24.5%
Kentucky	KY	\$5,637	20.9%
Louisiana	LA	\$5,548	21.8%
Maine	ME	\$7,155	23.9%
Maryland	MD	\$7,326	25.2%
Massachusetts	MA	\$8,260	22.8%
Michigan	MI	\$7,432	28.6%
Minnesota	MN	\$6,814	24.3%
Mississippi	MS	\$4,565	21.2%
Missouri	MO	\$5,855	25.2%
Montana	MT	\$5,974	23.7%
Nebraska	NE	\$6,256	25.5%
Nevada	NV	\$5,587	23.6%
New Hampshire	NH	\$6,433	25.7%
New Jersey	NJ	\$10,145	30.2%

(Continued on next page)



Table 12. Percentage of State and Local Expenditures Allocated to Public K-12 Education vs. Per-Pupil Expenditures, All States, 1998-99
(Continued)

		Per pupil	Pct. Revenue
United States	US	\$6,508	24.3%
New Mexico	NM	\$5,440	21.7%
New York	NY	\$9,344	22.9%
North Carolina	NC	\$5,656	22.6%
North Dakota	ND	\$5,442	20.1%
Ohio	OH	\$6,590	25.5%
Oklahoma	OK	\$5,303	27.1%
Oregon	OR	\$6,828	22.1%
Pennsylvania	PA	\$7,450	26.1%
Rhode Island	RI	\$8,294	24.1%
South Carolina	SC	\$5,656	24.6%
South Dakota	SD	\$5,259	24.9%
Tennessee	TN	\$5,123	22.9%
Texas	TX	\$5,685	29.1%
Utah	UT	\$4,210	22.8%
Vermont	VT	\$7,541	27.1%
Virginia	VA	\$6,350	25.3%
Washington	WA	\$6,110	22.7%
West Virginia	WV	\$6,677	25.2%
Wisconsin	WI	\$7,527	27.0%
Wyoming	WY	\$6,842	23.0%

Table 13. Estimated Cohort Dropout Rates, Classes of 1997 through 2003
(Figure 12)

Event Dropout Rate (%)	Grade				Estimated Cohort Dropout Rate	
	9	10	11	12		
1993-94 to 1994-95	5.57%	5.72%	7.40%	3.66%		
1994-95 to 1995-96	3.71%	4.02%	5.84%	6.73%		
1995-96 to 1996-97	3.91%	4.32%	5.29%	5.59%		
1996-97 to 1997-98	4.36%	4.54%	5.33%	5.23%	18.6%	Class of '97
1997-98 to 1998-99	4.31%	4.75%	5.86%	5.02%	17.2%	Class of '98
1998-99 to 1999-2000	4.57%	6.11%	6.20%	4.78%	17.8%	Class of '99
1999-2000 to 2000-01	3.85%	4.77%	5.75%	4.33%	18.3%	Class of '00
2000-01 to 2001-02	4.32%	5.16%	6.11%	5.27%	19.8%	Class of '01
2001-02 to 2002-03	3.52%	4.58%	5.63%	3.70%	17.8%	Class of '02
2002-03 to 2003-04	3.43%	4.05%	5.63%	4.88%	18.1%	Class of '03
Average	4.2%	4.8%	5.9%	4.9%		4.9%



Table 14. Hawaii Content and Performance Standards Assessments, 2002 and 2003
(Figures 14 and 15)

		Proficiency Status				Number Tested
		Well Below	Approaching	Meets	Exceeds	
2002						
3rd Grade	Reading	11.5%	46.3%	40.2%	2.0%	14,426
	Mathematics	23.4%	56.5%	18.5%	1.6%	14,426
5th Grade	Reading	14.3%	44.3%	40.1%	1.3%	14,981
	Mathematics	26.2%	53.0%	19.0%	1.8%	14,981
8th Grade	Reading	19.1%	41.7%	37.7%	1.5%	13,431
	Mathematics	31.4%	50.1%	17.1%	1.4%	13,431
10th Grade	Reading	24.3%	40.2%	34.5%	1.0%	11,463
	Mathematics	34.7%	48.7%	15.7%	0.8%	12,043
2003						
3rd Grade	Reading	9.5%	46.6%	40.8%	1.1%	14,247
	Mathematics	18.6%	55.8%	21.9%	2.2%	14,247
5th Grade	Reading	15.0%	42.4%	39.7%	1.1%	14,568
	Mathematics	23.3%	55.7%	18.2%	1.4%	14,568
8th Grade	Reading	9.3%	49.5%	36.4%	0.8%	13,586
	Mathematics	26.9%	52.7%	15.0%	0.7%	13,586
10th Grade	Reading	7.6%	45.1%	34.1%	0.6%	12,533
	Mathematics	14.6%	56.8%	14.4%	0.7%	12,533



Table 15. Stanford Achievement Test, 9th Edition, 2002 and 2003
(Figures 16 and 17)

		Below Average	Average	Above Average
2002				
3rd Grade	Reading	20.0%	58.2%	21.7%
	Mathematics	17.8%	53.5%	28.7%
5th Grade	Reading	22.1%	57.9%	20.0%
	Mathematics	19.7%	47.1%	33.2%
8th Grade	Reading	23.3%	54.4%	22.3%
	Mathematics	24.5%	55.7%	19.8%
10th Grade	Reading	31.5%	61.7%	6.7%
	Mathematics	29.4%	51.8%	18.9%
National Norm		23%	54%	23%
2003				
3rd Grade	Reading	19.5%	59.0%	21.4%
	Mathematics	17.4%	52.9%	29.7%
5th Grade	Reading	22.3%	57.4%	20.3%
	Mathematics	17.7%	48.5%	33.8%
8th Grade	Reading	23.5%	55.2%	21.3%
	Mathematics	25.2%	53.9%	20.9%
10th Grade	Reading	32.3%	61.2%	6.4%
	Mathematics	30.6%	51.1%	18.2%

Table 16. Ch. 19 Charges Categorized by Type of Incident, 1993-94 to 2003
(Figure 18)

Year	Violence		Property		Illicit Substances		Attendance		Order		Total	
	Incidents	Students	Incidents	Students	Incidents	Students	Incidents	Students	Incidents	Students	Students	Enrollment
1993-94	3,456	2,056	1,048	671	3,418	2,064	2,952	1,362	11,779	7,207	13,360	179,876
1994-95	3,381	1,851	989	603	3,964	2,032	3,242	1,235	15,105	7,409	13,130	183,164
1995-96	3,660	1,908	1,179	692	5,046	2,391	3,049	1,092	17,212	8,438	14,521	186,805
1996-97	3,464	1,863	1,071	624	4,352	2,190	1,018	393	16,894	8,403	13,424	188,465
1997-98	3,086	1,720	898	563	4,273	2,124	28	15	14,368	7,947	12,352	189,281
1998-99	2,879	1,644	968	631	3,494	1,984	4	4	13,491	7,584	11,847	187,395
1999-2000	2,956	1,631	918	610	2,826	1,597	1	1	12,580	6,851	10,690	185,036
2000-01	2,754	1,531	841	537	2,538	1,435	0	0	11,356	6,473	9,976	183,520
2001-02	2,710	1,820	731	535	1,958	1,356	423	260	7,523	4,979	8,950	183,629
2002-03	3,412	2,837	853	790	2,246	1,804	571	479	10,064	6,764	10,169	182,798